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ABSTRACT

A basic function of the Diffusion/Adoption Network is to assist interested school districts in becoming aware of successfully demonstrated, innovative educational ideas, products, and programs; and in acquiring, through training, the competencies necessary to adopt or adapt a proven educational program. There are five basic components of the Network: (1) the Developer Demonstrators, Local Education Agencies (LEAs) which have developed exemplary education programs on the local level; (2) State Facilitators, also LEAs, aiding other LEAs in their states to determine needs relative to the Network's pool of projects; (3) State Education Agencies, working with the State Facilitators, and aiding in the identification of programs which will continue the Network's successful practices after initial establishment and testing; (4) The Office of Education, providing the impetus, funding, and technical assistance for establishing the Network, and responsible for monitoring and evaluating its implementation; and (5) LEAs, representing the terminals of the delivery system, the consumers whose needs are to be met through the adoption or adaption of the developer demonstrator projects. This document presents an evaluation of the first year of the network's operation. (JD)

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A FIRST YEAR FORMATIVE LOOK

Magi Educational Services, Inc.

FINAL REPORT

NATIONAL DIFFUSION/ADOPTION NETWORK:

A FIRST YEAR FORMATIVE LOOK

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October, 1975

TABLE OF CONTENTS

	<u>PAGE</u>
SUMMARY	1
BACKGROUND	1
DESCRIPTION OF THE NETWORK	3
PURPOSE OF THE REPORT	6
EVALUATION PROCEDURES	7
LIMITATIONS	11
SURVEY RESULTS	15
<u>NETWORK OUTCOMES</u>	16
What Has the Network Accomplished as of March 31, 1975	16
How Much Money Has Been Spent and What Did It Buy?	20
Was the Network Truly National?	25
Do SFs Make a Difference?	29
What Are the Effective Awareness Strategies?	34
Does the Level of Funding Make a Difference?	36

TABLE OF CONTENTS
(Continued)

	<u>PAGE</u>
What Are the Characteristics of Successful SFs and D/Ds?	43
Are Some D/D Projects More Trans- ferable than Others?	56
 <u>NETWORK NORMS</u>	 60
State Facilitators	61
Developer/Demonstrators	61
 <u>OTHER FINDINGS</u>	 63
Results of Preliminary Interviews	66
 <u>RECOMMENDATIONS</u>	 79
Implications for Future Action	79
Implications for Research	81
 <u>TECHNICAL SECTION</u>	 84
Profile of Questionnaire Respondents	84
Reliability	86
Assessment of Questionnaire	88
State Facilitator Questionnaire	90
Developer/Demonstrator Questionnaire	112

TABLE OF CONTENTS
(Continued)

APPENDICES

Appendix A -

Interview Schedule

Appendix B -

Interview Participants

THE NATIONAL DIFFUSION/ADOPTION NETWORK
A FIRST YEAR FORMATIVE LOOK

SUMMARY

WHAT IS IT?

The National Diffusion/Adoption Network was established by the U. S. Office of Education in 1974 under Title III, Section 306, of the Elementary and Secondary Education Act, as a mechanism through which the nation's school systems would become aware of successfully demonstrated innovative ideas, products, and programs. Research evidence on the diffusion of innovations, however, has shown that mere awareness of an exemplary practice is not enough for widespread adoption. Therefore, a basic function of the Diffusion/Adoption Network was to assist interested school districts in acquiring, through training, the competencies necessary to adopt or adapt a proven educational program.

These new educational practices had been developed during nearly a decade of research and development by selected local school districts across the country with Federal funds. On the average, a demonstration project took three years to develop and typically impacted upon a single school district. The expectation was that through the National Diffusion/Adoption Network the cost/benefit ratio achieved with the original innovation would be considerably improved as the cost for research and development was spread over a growing number of new user school districts across the land.

Developer/Demonstrators (D/Ds) *

The projects constituting the pool of educational approaches to be diffused in the Network are those that have met the rigorous criteria of exemplariness established by USOE. During the first year of the Network, 1974-75, there were 33 D/Ds which represented programs in such areas as Basic Skills (Reading and Math); Learning Disabilities; the Handicapped; Environmental Education; Political and Legal Education; etc.

State Facilitators (SFs) *

The development of the role of State Facilitator is an innovation in the Network. Charged with the responsibility of linking school districts with appropriate D/Ds, SFs were to be the brokers for educational change. Fifty-four SFs were funded to cover thirty states during the Network's first year. Three states had multiple SFs and two states shared one SF.

State Education Agencies (SEAs)

The Network function of SEAs is to aid in the identification of exemplary programs which will make up the pool of D/Ds and to assist the SFs in their respective states. The SEA may also function as an SF in those twenty states which have no Facilitator.

U.S. Office of Education (USOE)

Its on-going concern is to identify, develop and select criteria and approve programs for the D/D pool. USOE also provided the impetus, funding and technical assistance for establishing the Network, and is responsible for monitoring and evaluating its implementation.

Local School Districts (LEAs)

Public and non-public schools represent the terminals of the delivery system, the consumers whose needs are to be met through the adoption or adaption of D/D projects. The entire system was designed to relieve some of the financial burden on the LEA who wishes to utilize the most successful and innovative practices in modern education.

*The number of funded D/Ds and SFs were increased during the second year of Network operation, beginning July 1, 1975. In addition, over 100 innovative practices were declared exemplary by USOE, but no direct funds were provided to these projects for active diffusion/adoption efforts.

WHAT HAPPENED DURING THE FIRST YEAR?

1. Of the total number of public and nonpublic school districts in the country, 87% (21,952) were contacted by mailing during the first three quarters of Fiscal Year 1974-75 and informed of the 33 innovative programs that constituted the Network pool during the first year of the project.
2. Of those initially contacted, 30% (6,650) school systems responded, indicating they were interested in one or more of the exemplary educational practices available through the Network.
3. Representatives from approximately 1,800 school systems participated in training activities through the Network during the first year effort which represented 27% of those who responded to initial awareness mailing.
4. Approximately 19,000 persons were trained during the first year. Three out of every four persons trained were teachers; the other one was either an administrator, a parent, or a community representative.
5. The average estimated first year cost of the Network was \$4,100 to train each school district, and \$386 to train each person. These figures do not represent the cost of all activities involved in meeting the Network goal (i.e., dissemination, demonstration, preparation for training, travel, administrative costs, follow-up, evaluation, etc.).

6. Thirty-five states had Network representatives (D/Ds, SFs or both). The average distance between state agents who facilitated training (SFs), and those conducting training (D/Ds) was 1,012 miles. Thus, the Network was both conceptually and operationally a national network.
7. There were substantial differences in the number of training sessions between those states having State Facilitators and those states which did not. As of March 31, 1975, 28 of the 30 states with SFs facilitated 559 training sessions for 31 D/Ds. Of the 20 states without SFs, five (5) states facilitated eight (8) training sessions for six (6) D/Ds.
8. The level of funding appeared to be highly related to level of success, especially for State Facilitators.
9. Those Developer/Demonstrators whose projects deal with revision, expansion, or enrichment of existing curricula seem to have the highest rate of transferability, while those involved with school or administrative reorganization have the lowest rate of transferability. This is consonant with research which has found that the greater the complexity of the innovation, and the less compatible it is with existing structures and practices, the more difficult it is to adopt.
10. The most active and successful local school districts have a high level of administrative support for innovation, the presence of a catalyst on staff, a general atmosphere of receptivity toward change and openness, and flexibility of staff.

BACKGROUND

In 1974, after almost a decade of federal support, education in the United States had produced a variety of feasible educational alternatives and systematic procedures by which to validate their effectiveness. However, the most promising of these new ideas and techniques were of limited, local value due to a lack of a viable means of diffusing educational innovations to potential consumers. The situation was analogous to that in the fields of medicine and agriculture: research and development had produced innovations in the form of "wonder" drugs or high-yield seed; the problem was getting the discoveries into the hands of practitioners (doctors and farmers, respectively) as quickly as possible. But where both medicine and agriculture have achieved considerable success in transplanting innovations from the laboratory to the client, education has been signally ineffective in this endeavor.

Perhaps Rogers and Shoemaker* state the issue most clearly and simply:

The gap between what is known and what is effectively put to use needs to be closed. To bridge this gap, we must understand the factors affecting the

* Everett M. Rogers and Floyd Shoemaker, Communication of Innovations, (New York: The Free Press, 1971, p. 1)

adoption of such innovations. We need to learn why, if 100 different innovations are conceived simultaneously, 10 will spread and 90 will be forgotten.

In response to this situation, USOE established, in 1974, the National Diffusion Network with funding from Title III, Section 306 of the Elementary and Secondary Education Act, 1965. Its purpose was to function as a delivery system of innovative educational practice designed to meet the needs of school districts throughout the country, that is, to put the fruits of prior research and development efforts into the hands of educational practitioners. Parallel to this, and not necessarily subordinate, was the objective of identifying those characteristics which are related to the successful diffusion and adoption of educational innovations.

DESCRIPTION OF THE NETWORK

There are several elements which must function effectively and smoothly to enable a delivery system to achieve its maximum potential. The National Diffusion Network utilizes some traditional components of the educational system and has in addition developed certain innovative elements, one of which is the role of the State Facilitator.

The five basic components of the Network are:

1. Developer-Demonstrators (D/Ds) - a local education agency which has developed an exemplary education program on the local level and subsequently has been approved for dissemination by the U. S. Office of Education's Dissemination Review Panel. 33 D/Ds were funded in July, 1974, and an additional 87 projects (DRPs) were approved by the Panel but not funded.
2. State Facilitators (SFs) - also a local education agency (LEA), which aids other LEAs in their states to determine need relative to the Network's pool of projects. The development of the role of State Facilitator is an innovation in the Network. Charged with the

responsibility of linking LEAs with appropriate D/Ds, SFs were to be the brokers for educational change, aiding the LEAs in needs assessments, providing technical and financial assistance where appropriate, and giving on-going support to adopters. 54 SFs were funded to cover 30 states. Three states had multiple SFs and two states shared one SF.

3. State Education Agencies (SEAs) - work with the SFs, and aid in the identification of exemplary programs which will continue the Network's successful practices after initial establishment and testing. The SEAs may also function as State Facilitators in those 20 states that have no facilitator.

4. Office of Education (OE) - provides the impetus, funding and technical assistance for establishing the Network and is responsible for monitoring and evaluating its implementation.

5. Local Education Agencies (LEAs) - these represent the terminals of the delivery system, the consumers whose needs are to be met through the adoption or adaption of D/D projects. The entire

system was designed to relieve some of the financial burden from the LEA who wishes to utilize the most successful and innovative practices in modern education.

PURPOSE OF THE REPORT

The focus of any evaluative effort is primarily that of description, with particular emphasis in describing both the impact and the coverage of that which is being evaluated. In terms of the National Diffusion Network, one would expect a description of its ability to produce changes (in institutions and students), in each situation where it was applied (impact); and a description of its ability to be applied to a large number of cases (coverage).

Since the impact of the individual exemplary projects (D/Ds) had already been verified on the local level, the initial task of the Network was to extend the coverage of these projects on a nation-wide basis. Subsequent to the attainment of coverage is the issue of replication, that is, the determination that the levels of impact achieved locally were maintained nationally.

This report deals with Network activities for the first three quarters of FY 1974-75 and is, thus, concerned with coverage only. The emphasis is primarily on quantifiable outcomes and the processes which may be related to those outcomes. It remains the task of the final evaluation to assess the subsequent impact of the Network.

EVALUATION PROCEDURES

To evaluate the Network, it was first necessary to conceptualize the Diffusion-Adoption process which identifies stages of activities as well as roles. A paradigm developed by Guba-Clark*, Figure 1, shows a taxonomy of four major steps that lead to the institutionalization of change: Research, Development, Diffusion and Adoption. Since the pool of D/D projects represents what was accomplished by the first two steps, (Research and Development), the Network, as a consequence, is concerned with the latter two steps and their process components as described below:

DIFFUSION:

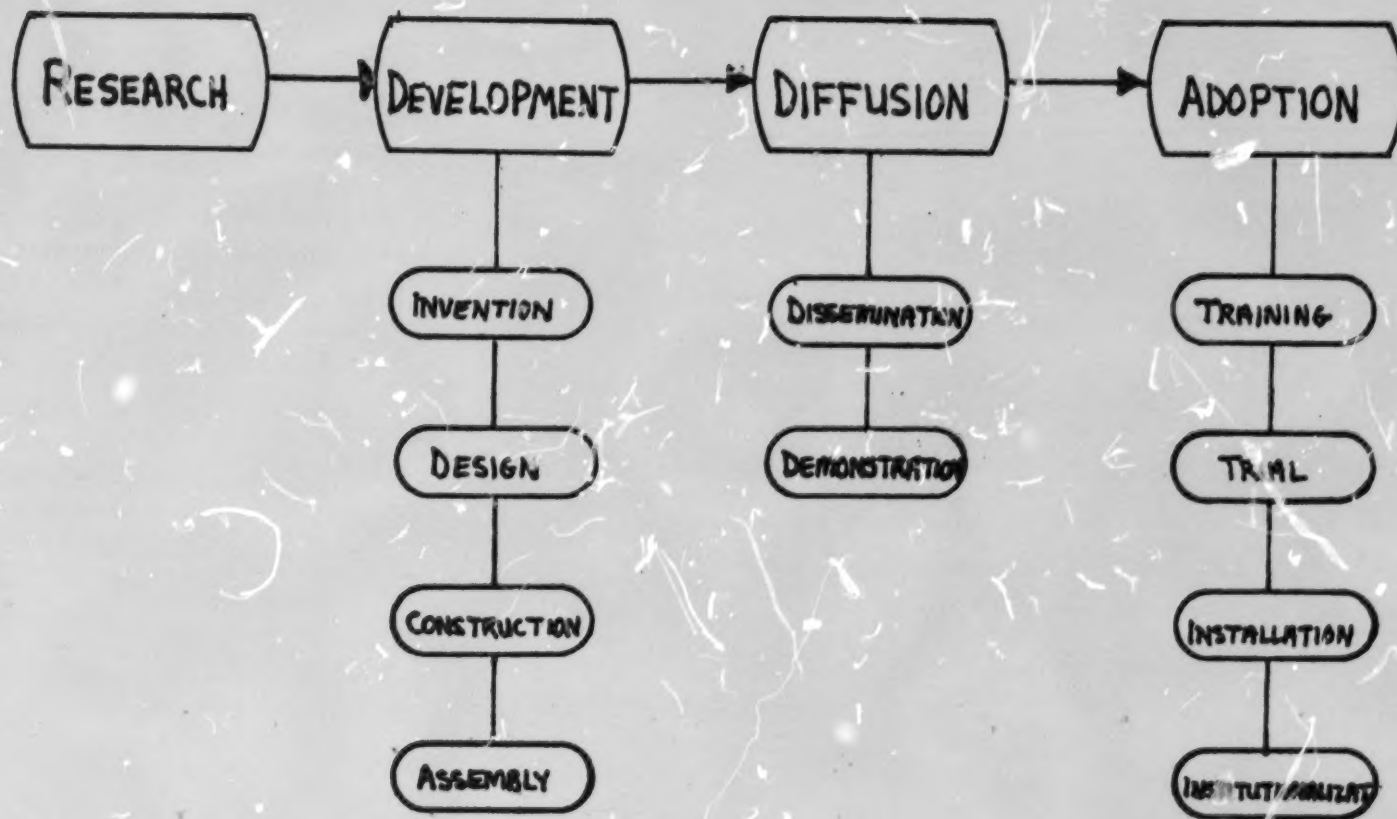
1. Dissemination - the creation of widespread awareness of the innovation among practitioners, i.e., informing.
2. Demonstration - the opportunity to examine and assess operating qualities of the innovation, i.e., building conviction.

ADOPTION:

1. Training - to instruct local personnel in management, operation, service and utilization of the innovation, i.e., staffing.

* A Classification Scheme of Processes Related to and Necessary for Change in Education

DEVELOPMENT AND DIFFUSION OF AN INNOVATION*



2. Trial -- the building of familiarity with the innovation and the provision of a basis for assessing the quality, value, fit and utility of the innovation in a particular institution, i.e., testing.
3. Installation -- the fitting of the characteristics of the innovation to the characteristics of the adopting institution, i.e., making operational.
4. Institutionalization -- the assimilation of the innovation as an integral and accepted component of the system, i.e., establishing.

Since this report covers only the first year of Network functioning, particular attention is given to the two processes of Diffusion: namely, dissemination and demonstration; and to the first stage of Adoption, training. These activities absorbed the greatest proportion of time, energy and money during the launching stage of the Network, and it is reasonable to assume that the more complex stages of Adoption, i.e., trial, installation and institutionalization, will absorb the Network during its second year of operation.

Prior to the design of the survey instrument, selected

SFs and D/Ds were interviewed by the evaluators for periods of 45 minutes to one hour, during which primary concerns, constraints and successes were explored in some depth. The information obtained was then collated, and two instruments; one for SFs and one for D/Ds, were developed. (See Technical Section). The two instruments were designed to be as similar as possible wherever appropriate, so that they would lend themselves to comparisons. Part I of both questionnaires explores attitudes, perceptions and policies, whereas Part II requires hard data (numbers, places, facts) related to outcomes. Since the SF questionnaire was distributed and returned before the D/D questionnaire, there were some minor modifications of the second instrument based on SF comments. The instruments were sent out during the Spring of 1975; the rate of return for completed questionnaires was:

51 SF questionnaires completed - 95%

29 D/D questionnaires completed - 88%

LIMITATIONS

There are certain limitations inherent in any form of evaluation, nine of which pertain to this report:

1. Problems with the survey instrument - despite the most careful design of questions, there is no assurance that all respondents will interpret them in exactly the same way, particularly when they refer to attitudes, perceptions and judgments.
2. A self-report - the only source of data for this document is what the respondents have reported, and therefore the survey results are subject to all the problems associated with self-reports: faulty and selective memories, and biases which may consciously or unconsciously affect responses.
3. Access to data - some respondents did not collect data in the form required by the instrument or they judged certain questions not applicable to their experience. This was especially true for some of the D/Ds whose projects had unique tasks not characteristic of the Network as a whole.
4. Missing data and inaccurate or inconsistent responses - when evaluators found either of these conditions, they took a conservative approach and

dropped those responses from the particular analysis involved. This explains why the number (N) changes from one analysis to another.

5. Use of quantitative data - since the focus of this report is quantifiable data, there was no information obtained as to the quality of the activities. It remains for future evaluations to assess such variations as length and requirements for training and adoption. The tally of numbers alone is inadequate when comparing a D/D which requires one-half day of training at the LEA's home site, to one which requires a one- or two-week training session at the developer's site.

6. Timing - the data reported covered only the first three quarters of FY 1974-75. In some instances it seemed more appropriate to project figures for the full year, and data was extrapolated to do this.

7. Multiple SFs - difficulties were encountered when dealing with certain SF analyses because three states have more than one SF:

Texas	- 19
North Carolina	- 5
Minnesota	- 3

and one facilitator services two states, Nebraska and Iowa.

In most cases results are reported by individual SF, but in some instances, e.g., where level of funding is analyzed, it seemed more appropriate to treat data statewide, rather than individually.

8. Categories of D/Ds - to determine whether or not certain types of innovations are more transferable than others, it was judged desirable to divide D/Ds into categories. Five groups were established, and wherever one project showed characteristics of more than one category, that project was classified according to its major thrust. For example, the project entitled "Project Learning Disabilities: Early Identification and Intervention" relates to both Early Childhood, and Handicapped and Learning Disabled. Since the chief focus was not early childhood education, but rather learning disabilities, the latter category was chosen. The categories themselves contain different rationales: in some cases the classification was dependent upon the target group, example: Early Childhood, and in others, upon the nature of the project, example: Basic Skills. The categories are therefore not mutually exclusive.

9. Choice of data - where SFs and D/Ds were asked to report the same information, which had the Network as a whole for its focus, SF data was used for analysis. This decision was dictated by the following: SF data are more complete than that of D/Ds; and SFs are generally concerned with the Network as a whole, whereas D/Ds are concerned chiefly with individual LEAs. Where appropriate, D/D survey results were used to corroborate SF evidence; if reconciliation of contradictions was not possible, the data were omitted.

SURVEY RESULTS

Introduction

This report has five major divisions. In the first, eight key questions are posed which those unfamiliar with the Network might be likely to ask about accomplishments to date. Second, baseline norms for D/Ds and SFs are derived for those areas considered especially significant. Third, other findings drawn from experience with the members of the Network, both on the questionnaires and in the personal interviews, are reported. Fourth, recommendations for both activities and evaluation are proposed; and fifth, the technical section summarizes the responses to all questions on the evaluation instrument.

Where conclusions, explanations or interpretations of data are offered, these are based upon the evaluators' experience. They are intended to be tentative and provocative in nature and are not meant to suggest categorical certitude.

NETWORK OUTCOMES

1. WHAT HAS THE NETWORK ACCOMPLISHED AS OF MARCH 31, 1975?

The first step required by any successful diffusion effort is the creation of an awareness on the part of the "market" of the existence and nature of the innovation. This dissemination should reach, ideally, the widest possible pool of potential adopters, and the economics of the marketplace indicate that those capable of doing the best selling job will have the highest degree of success. Accordingly, the survey results of the first three-quarters of the FY 1974-75, show great emphasis on awareness activities. It was of particular interest to see how large a percentage of the pool could be reached, and what were the nature of the activities that were carried on with the greatest success in this area.

As of March 31, 1975, the breadth of coverage of the Network, as seen in Table 1, shows that almost all of the pool of LEAs and non-public schools covered by the SFs were contacted: 21,952 or 87%. Although 95% of the public

schools were reached, SFs had difficulties in some cases in reaching non-public schools.*

Table 1

NETWORK COVERAGE (AS OF MARCH 31, 1975)

<u>Number of LEAs in state/region</u>	17,480
<u>Number of non-public schools in state/region</u>	7,632
TOTAL	25,112

<u>School Districts Contacted by Mailings</u>		
	<u>Number</u>	<u>Percent of Total</u>
<u>LEAs</u>	16,610	95%
<u>Non-public schools</u>	5,342	70%
TOTAL	21,952	87%

<u>School Districts Responding to Mailings</u>			
	<u>Number</u>	<u>Percent of Contacted</u>	<u>Percent of Total</u>
<u>LEAs</u>	5,617	34%	32%
<u>Non-public schools</u>	1,033	19%	14%
TOTAL	6,650	30%	26%

<u>School Districts Trained</u>			
	<u>Number</u>	<u>Percent of Responded</u>	<u>Percent of Contacted</u>
<u>LEAs</u>	786	14%	5%
<u>Non-public schools</u>	129	12%	2%
TOTAL	915	14%	4%
PROJECTED TOTAL **	1774	27%	8%

* Some SFs indicated that they were required to deal with more than one state agency in order to compile lists of non-public schools, and these were often incomplete. The rate of initial contact is only 70% for this group.

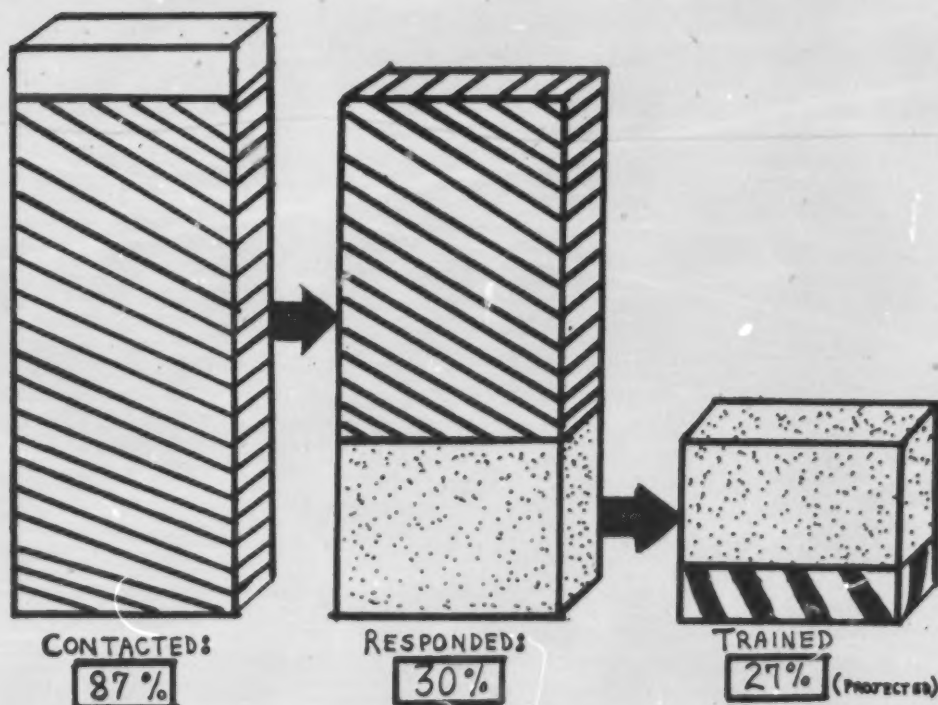
** Projected totals based on responses of 80% of SFs to follow-up mailing in which they indicated the number of school districts for which they facilitated training during the Fourth Quarter.

Of those initially contacted, 30 percent requested further information, and 27 percent (projected for the year) of this group subsequently went on to receive training. Each step towards adoption is contingent upon the previous one, since those trained can only be drawn from among those responding to mailings, and responses to mailing can only come from those initially contacted. (See Figure 2).

XXXXXXXXXXXXXXXXXXXX

Figure 2

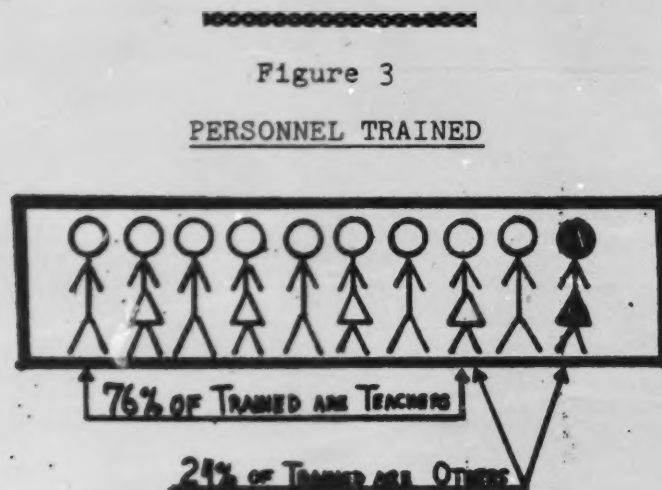
THE DIMINISHING POOL: FROM AWARENESS TO COMMITMENT



XXXXXXXXXXXXXXXXXXXX

In terms of individuals, 8402 were trained, of which 76 percent were teachers. Of the remaining 24 percent,

15 percent were administrators and 9 percent pupil personnel staff (guidance counselors, speech therapists, psychologists, parents and community members). (See Figure 3)



As one would expect, the largest number of trainees were teachers; however, the presence at training of 24 percent who were not teachers suggests that D/Ds are aware of the need for administrative support as well as cooperation from elements of the educational community beyond the classroom teacher if change is to take place. However, this puts the burden on the D/Ds to insure that their training sessions do not dwell exclusively on classroom-oriented practices, at risk of losing the attention and support of this group.

2. HOW MUCH MONEY HAS BEEN SPENT AND WHAT DID IT BUY?

In addition to considering the effectiveness of the Network, it is also necessary to make judgments as to its efficiency. The rationale behind the concept of a National Diffusion Network is that only a federal agency is likely to have the capability of extending activities beyond state boundaries and funding the dissemination of innovative ideas and practices on a broad national scale. If, however, such effort proves enormously costly, it is not likely to be justified. At this point in the life of the Network, it was judged necessary to collect and analyze data on how the Network participants were spending their money, and what these expenditures are actually buying. This approach provides both the baseline data against which later comparisons can be made, and input for future budget decisions. In line with this, two questions were raised:

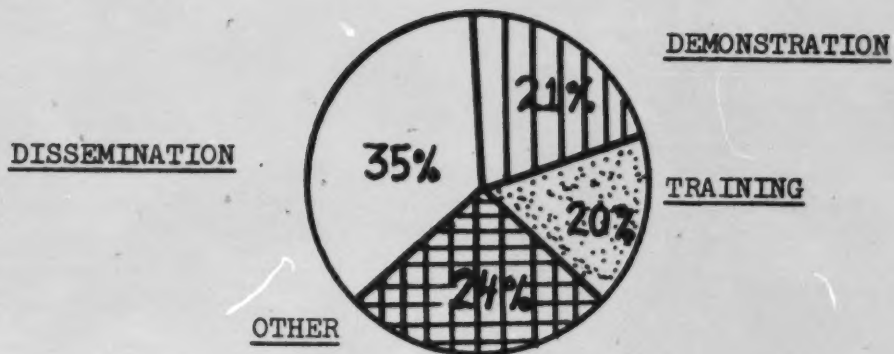
1. How did D/Ds and SFs allocate monies from their own budgets?
2. What did the training which took place during the first three-quarters of FY 1974-75 cost?

The data depicted graphically in Figure 4 show the breakdown of both SF and D/D budget allocations according to the four basic Network activities. For SFs, dissemination

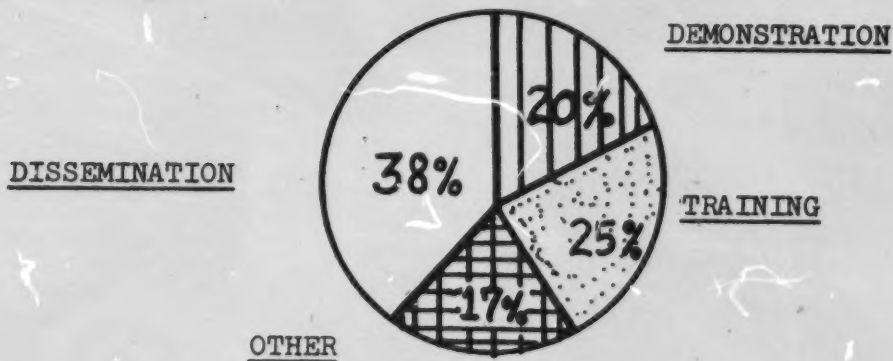
Figure 4

SF AND D/D BUDGET ALLOCATIONS

SF BUDGET



D/D BUDGET



consisted primarily of mailings to LEAs, and some personalization through visits; demonstration involved presentation to LEAs of D/D projects by the SF or D/Ds themselves, as well as visits by SFs and LEAs to D/D sites to become familiar with the projects, for D/Ds dissemination meant the preparation and mailing of project information to the 54 SFs, or to those SFs who were designated as publishers of the Network Catalog. Demonstration meant travel to LEA sites and to educational fairs, or presentations at the home site to visiting SFs and LEAs.

For the SF, training means totally or partially subsidizing a whole range of activities, from providing substitute teachers for teacher-trainees, to paying transportation costs for LEAs or D/Ds.

For the D/D training means the publication of materials, preparations for sessions and the actual conducting of these sessions, and the responsibility for other costs not underwritten by SFs or LEAs.

The close similarities between the amounts in each category for both groups demonstrate the primary effort for the first nine months, was, as might be expected, dissemination. The fact the D/Ds spent a slightly greater amount on dissemination activities than did SFs presents

something of a puzzle, since awareness activity is primarily the responsibility of the SF. Two hypotheses are offered to account for this. First, the D/D is generally required to travel many more miles to meet with LEAs prior to training than the SF who is within the LEA's home state. Secondly, because both SFs and D/Ds got underway simultaneously, it was in many cases easier for the D/D to do his own awareness activity, rather than wait until the SFs were organized sufficiently to begin the same activity. It is assumed that these figures will alter in the future, as the SF role becomes more sharply defined, and as a greater proportion of time is given to trial, adoption, and touchbacks by the D/D to groups previously trained.

To arrive at the actual cost of training during the first year of Network operation, total budgets were calculated for both SFs and D/Ds*. Training figures for the first three quarters of the year were divided into three-quarters of the total budget to compute costs as of March 31, 1975. Since information was obtained from SFs and D/Ds by means of a follow-up mailing as to the training for the last quarter of the year, it was possible to arrive at a set of figures containing projections for the full year.

* These figures include the grant funds of SFs and D/Ds only.

2
In establishing these figures, it must be pointed out that the major goal of the Network during its first year was to train LEAs and non-public schools. Therefore, the following calculations have yielded an estimate of what it cost the Network to reach its goal. The figures do not represent the cost of the training session alone, but the cost of all the activities involved in meeting the goal: dissemination, demonstration, preparation for training, travel, administrative costs.

During the first three quarters of the year:

915 LEAs and non-public schools trained	
Average cost per district	\$6,368

8,402 people trained	
Average cost per person	\$ 835

For the first year, projected figures show:

1,774 LEAs and non-public schools trained	
Average cost per district	\$4,100

18,832 people trained	
Average cost per person	\$ 386

Important questions that can be answered only after the second year of Network operation is complete include:

1. as experience increases, will efficiency increase and thereby lower outcome costs; and,
2. to what extent will increased attention to trial and installation of D/D projects absorb funds previously slated for dissemination, demonstration, and training?

3. WAS THE NETWORK TRULY NATIONAL?

If the Network was to fulfill its original aim, it was necessary that it operate across state lines to provide the cross-fertilization of ideas and practices nationwide. The maps (Figures 5 and 6) on the following pages indicate the geographic distribution of the 54 SFs and 33 D/Ds. Although not every state had either an SF or D/D, 35 states had at least one or the other, and wide coverage of the country was achieved. Areas having less contact with the Network were some Mid-Atlantic, Southern and the Rocky Mountain states.

Research indicates that the greater the distance between the innovator and the adopter, the less likely the adoption will occur. This year's experience in the Network has shown the opposite, that the average distance between D/Ds and SFs who have facilitated training for them was 1,012 miles* (See Figure 7). Moreover, interview data indicated minimum training was conducted for the LEAs from within the D/Ds home states or adjacent areas.

Network policy encouraged D/Ds to operate outside their own states, and these figures indicate that they did so. Thus, operationally and conceptually the Network was a national one.

* The range was from a low of 32 miles to a high of 2,196 miles for SFs and 20 to 1,873 miles for D/Ds.

Figure 5

LOCATION OF 54 STATE FACILITATORS

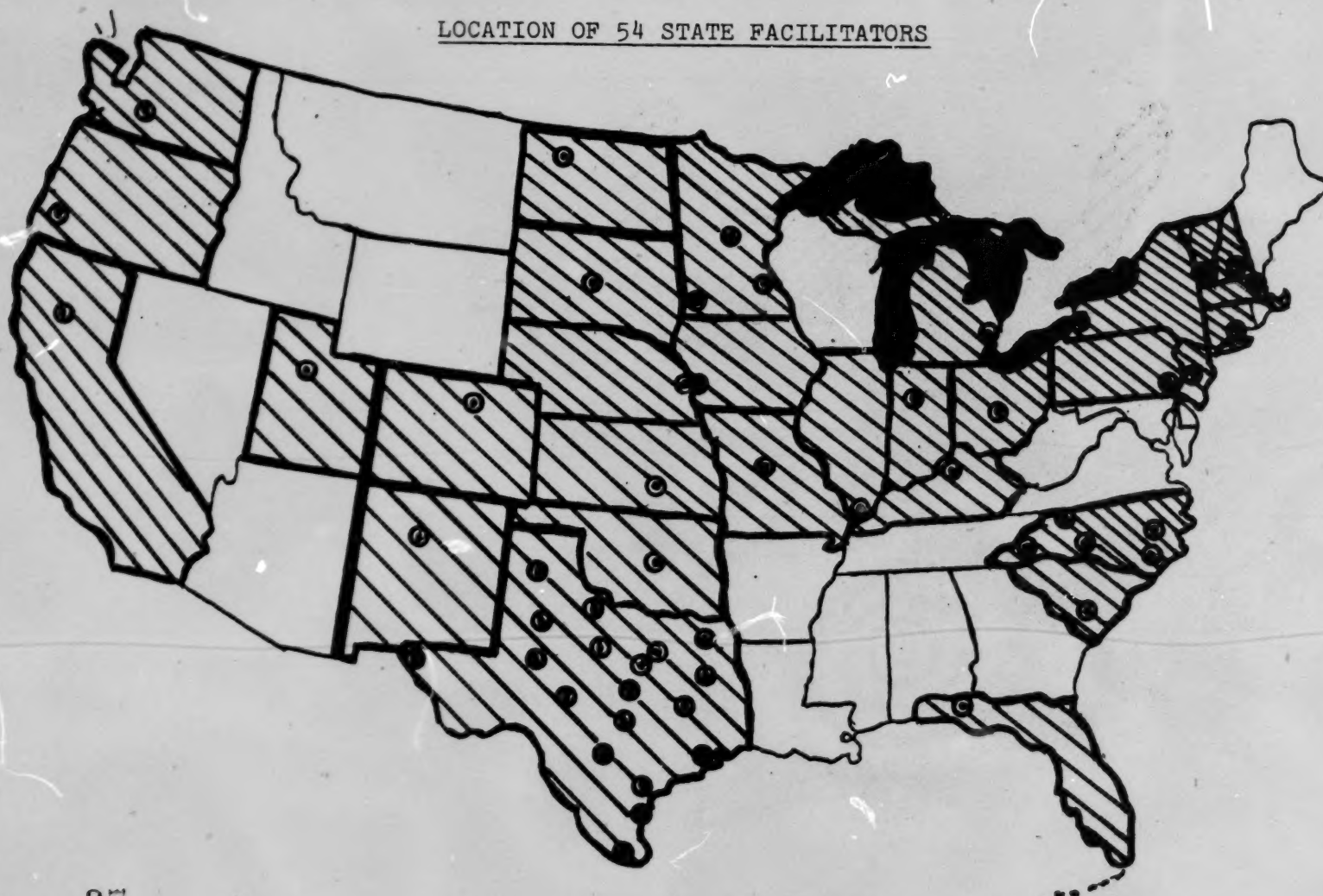


Figure 6

LOCATION OF 33 DEVELOPER/DEMONSTRATORS



Figure 7

AVERAGE DISTANCE BETWEEN D/Ds AND SFs WHO HAVE
FACILITATED TRAINING FOR THEM (AS OF MARCH 31, 1975)



4. DO SFs MAKE A DIFFERENCE?

The role of the SF represents an innovation by OE in terms of diffusion and innovation. By concentrating on dissemination of information about the Network, and the D/D projects available, and by helping LEAs to discern educational needs relative to these projects, the SF can relieve the D/D of much organizational and administrative work in the delivery system. Also, the SF is, being closer to the LEA "consumer", in an ideal position to match LEAs and D/Ds, and lend support in the long distance management of adoptions.

The model developed by Havelock* offers insight into the four roles for the change agent: catalyst, process helper, resource linker, and solution giver. The first three of these describe accurately the functions of the SF in the Network; the catalyst prods and pressures the system to be less complacent and start working on its serious problems; the process helper aids the LEAs to recognize needs, and diagnose problems; the resource linker brings together LEA needs and resources such as D/Ds, money, and technical assistance; the fourth function, that of solution giver, is performed by the D/D.

* Ronald G. Havelock, The Change Agent's Guide to Innovation in Education (Englewood Cliffs, New Jersey: Educational Technology Publications 1973) pp. 8-9

Since the SF role in the Network was an innovative one, it was necessary for SFs to develop its dimensions in the field, and to test out perceptions and attitudes in practice. By March, 1975, the SFs had come up with a description of their role, the major characteristics of which (listed in Table 2) fit well with the Havelock model. These perceptions of role, most interestingly, were not confined to the SFs. When the D/Ds were given the same set of fifteen options on the questionnaire, and asked to rank the characteristics of the most outstanding SFs, they chose the same four characteristics,

Table 2

CORRESPONDENCE BETWEEN D/D AND SF PERCEPTIONS

<u>SF Description of Role in order of importance</u>		<u>Characteristics of Outstanding SFs as Noticed by D/Ds in order of importance</u>
1	Effective communication links between D/Ds and LEAs (resource linker)	1
2	Informed LEAs about the Diffusion Network and SF functions (catalyst)	2
3	Matched LEAs with D/Ds (resource linker)	3
4	Helped LEAs clarify needs and then have responded to those needs (process helper)	4

There is a perfect match between what D/Ds see as the characteristics of outstanding SFs and how SFs see their own roles

in the same order, as the SFs did to describe their own role. Thus, the concept of the SF role as envisioned by

the designers of the Network has proved to be a viable one.

In those states without an SF, SEAs had the option of participating in the Network, either fully or to a limited extent, if they would commit adequate resources, including funds and personnel, to carry out the facilitator function. An assumption was made by the designers of the Network that when SFs were no longer funded, the SEAs might take over this function and continue the operation of the Network.

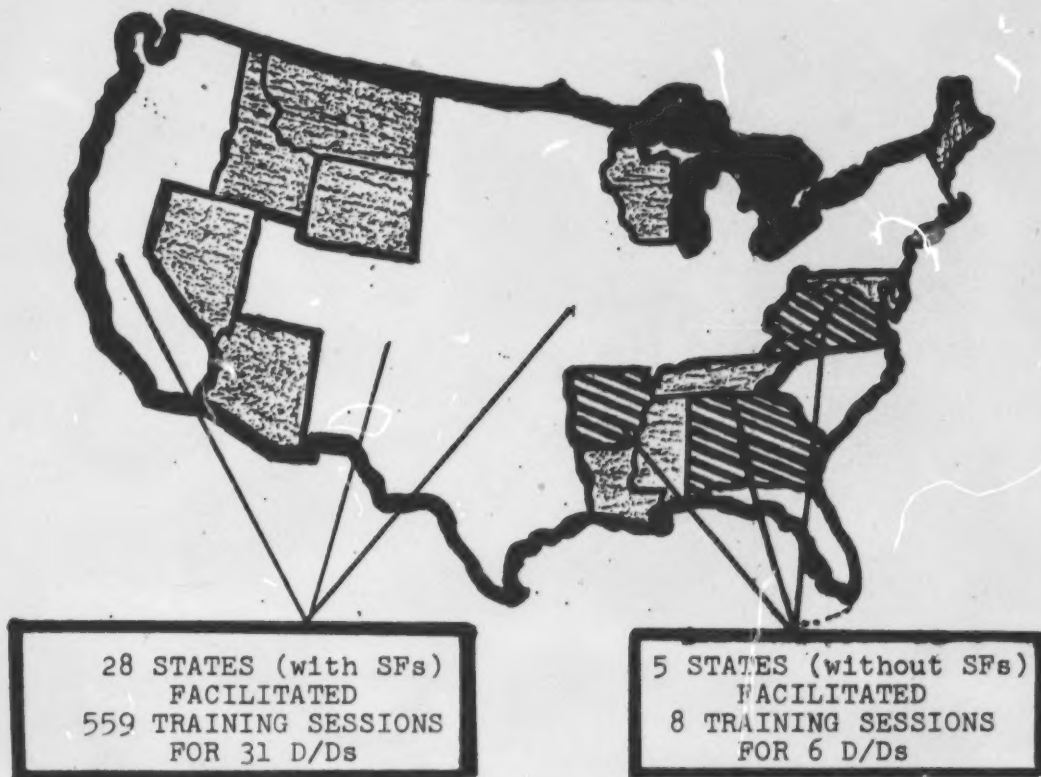
During the first year of operation, 30 states had SFs, 20 did not. As of March 31, 1975, SFs in 28 of the 30 states had facilitated 559 training sessions for 31 DDs. By contrast, in the 20 states without SFs, five SEAs facilitated eight training sessions for six D/Ds, (See Figure 8). These figures are based on data supplied by D/Ds when they were asked to indicate how many SEAs had facilitated training for them. It is possible, however, that additional SEAs were actively involved with the Network, but that their participation was not recorded.

SFs have reported that in many cases the time and groundwork necessary to bring the LEA to the point of training are much longer and more complicated than they had anticipated.

There were considerable variations among LEAs in their willingness and ability to commit time and money for adoption. Differences in levels of educational sophistication and widely divergent needs made it necessary for SFs to personalize their relationships with LEAs in order

Figure 8

COMPARISON OF TRAINING SESSIONS FACILITATED
BY STATES WITH SFs AND STATES WITHOUT SFs
(AS OF MARCH 31, 1975)



to provide the best services. Also, during the early days of the Network, the role of the SF was somewhat ambiguous and formless, and only began to take shape as the Network

became operational. From all of this the fact emerges that the SF role is a crucial one and has contributed essentially to initial success of the Network.

5. WHAT ARE THE EFFECTIVE AWARENESS STRATEGIES?

A large part of the initial activities of the Network was essentially "advertising" both a new concept, the Diffusion Network, and innovative projects. It was reported by SFs that activities which were "personalized" proved most effective, (e.g., personally meeting with groups of chief school administrators and personally visiting LEAs). These activities became costly when SFs began facilitating meetings between LEAs and D/Ds and when they began presenting specific projects to LEAs. (See Table 3).

Table 3

MOST EFFECTIVE AND EXPENSIVE SF AWARENESS ACTIVITIES

<u>SF AWARENESS STRATEGIES</u>	<u>EFFECTIVE</u>	<u>EXPENSIVE</u>
Personally meeting with Chief School Administrators or their designated representatives	☼ (1)	
Personally visiting LEA or non-public school sites	☼ (2)	
Making formal presentations at professional conferences	☼ (3)	\$ (2)
Sponsoring verbal and/or visual presentations to LEAs by one or more developers		\$ (3)
Personally giving verbal and/or visual presentations to LEAs of one or more projects (without developer present)		\$ (4)

For the D/Ds their most effective awareness strategies (e.g. presentations to LEAs) proved to be generally their

N. B. The numbers in parentheses indicate the ranking of effectiveness and expense, with #1 the highest.

most expensive ones, except for mailings of awareness material, which is not their major function (See Table 4).

Table 4

MOST EFFECTIVE AND EXPENSIVE SF AWARENESS ACTIVITIES

<u>D/D AWARENESS STRATEGIES</u>		<u>EFFECTIVE</u>	<u>EXPENSIVE</u>
Personally giving verbal and/or visual presentations to LEAs and/or non-public schools at conferences arranged by SFs (or SEAs)		(1)	\$ (2)
Making formal presentations at professional conferences		(2)	\$ (3)
Mailings		(3)	
Sponsoring booths at Educational Fairs			\$ (4)

D/Ds travel to the LEAs who have expressed interest in their projects wherever these potential adopters are, and this increases costs proportionately. Although D/Ds are dependent on a nationwide market, SF responsibility is mainly region-wide or statewide. Once the SFs get past the point of "selling" the Network and themselves, and start bringing in D/Ds from other states, their expenses increase. An overwhelming majority of D/Ds felt that presentations at educational fairs were their least effective awareness activity, and at the same time, their most expensive.

6. DOES LEVEL OF FUNDING MAKE A DIFFERENCE?

Because it is a common assumption in education, as well as in other areas, that more money is likely to insure greater success, analyses were made of the success of those SFs and D/Ds who were most highly funded (range: SFs, \$452,900 - \$264,782; D/Ds, \$400,000 - \$95,359), and those who operated on the lowest level of funding (range: SF, \$98,255 - \$40,000; D/D, \$45,750 - \$6,025). Both SFs and D/Ds were rank ordered from lowest to highest funded, and the first and fourth quartiles were identified. These were measured against the criteria for success (i.e., number of LEAs and non-public schools trained) to determine whether there was a differential rate of success attributable to level of funding.*

Before considering these figures, however, it was necessary to resolve a problem in the listing of the SFs. If they are considered individually, the first quartile (lowest funded) is made up exclusively of SFs from Texas. If, on the other hand, funding for the State of Texas as a whole is ranked, Texas becomes the second highest state funded in the Network. This problem of multiple SFs exists also, though

* Funding levels of SFs and D/Ds was in part influenced by the fact that ESEA, Title III is a state allotment program.

not to the same degree for North Carolina (5 SFs) and Minnesota (3 SFs).

For the purpose of this particular analysis, it was decided to consider total funding for the multiple SFs in a given state as a single entity, since funding was allocated by law on a statewide basis. Consequently, measure of success was also treated on a statewide basis rather than by individual SF. Thus, funds received by each of the 19 Texas SFs were added together and compared to the training success rate for the state as a whole.

The number of school districts and people trained was designated as the success criteria because the goal of the Network for the first year of operation was the first stage of adoption, namely, training. Thus, the greater the number trained, the more successful the SF or D/D. This might be considered a somewhat arbitrary criteria, since it places high value on "numbers" and does not consider quality of training. However, it was felt that in the absence of any other data, this was at least a fair procedure as long as the constraints inherent in this approach are borne in mind.

Results show that for both SFs and D/Ds, funding made a difference. The most highly funded SFs and D/Ds trained, on the average, more LEAs and non-public schools than the group with the lowest level of funding. But while the

difference was not substantial for the D/Ds, there was a decided difference for the two groups of SFs. (See Figures 9 and 10)

There are several possible explanations for this. Other than their original allotment, SFs have no source of funding with which to operate. The D/Ds, however, have in varying degrees access indirectly to SFs funds, depending upon what D/D activities the SFs will partially or totally underwrite, e.g., transportation of D/D to LEA site, training material, etc. Those D/Ds funded at the higher levels tend to pay more, if not all of these costs, while D/Ds at lower levels of funding have these costs picked up by the SFs. Thus the difference in funding is neutralized for the D/D.

There is another possible explanation of the wide difference in success among the two quartiles of SFs, but not of D/Ds. Exclusive of travel and follow-ups, the D/Ds are replicating training with its established activities and known costs derived from the research and development stages of their projects. The D/Ds projected budgets to fit known costs, exclusive of the cost of customizing. The SFs on the other hand, represented a new and unknown factor in the Network, so that costs could not be estimated with accuracy. At the time, early in the first year of Network operation when policies and practices were not clearly established, those SFs with more money had greater leeway to engage in activities on a trial and error basis. For the lowest funded SFs

Figure 9

RELATIONSHIP BETWEEN AVERAGE NUMBER OF
DISTRICTS TRAINED AND LEVEL OF FUNDING

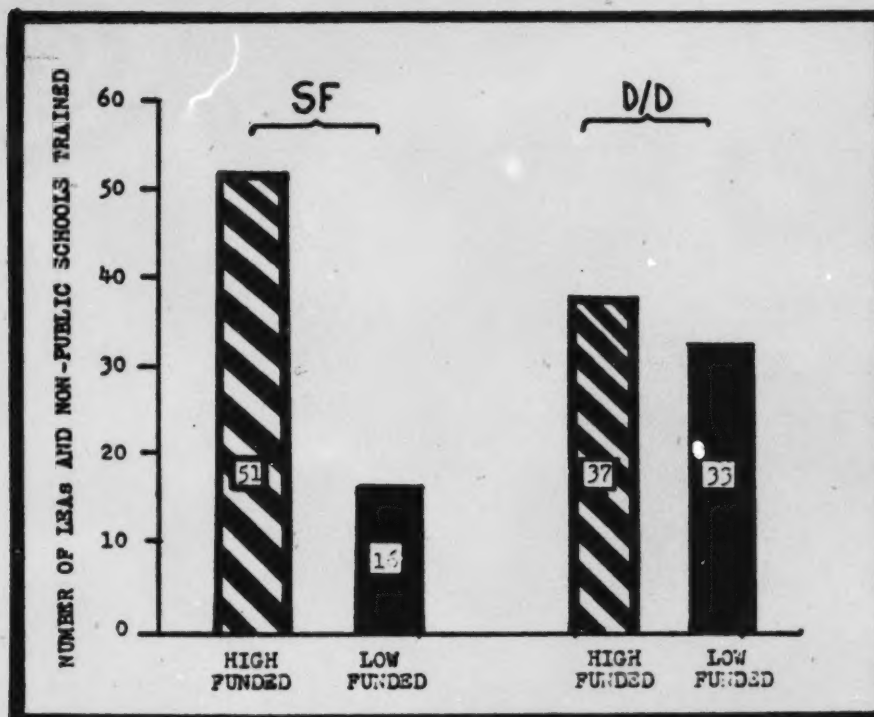
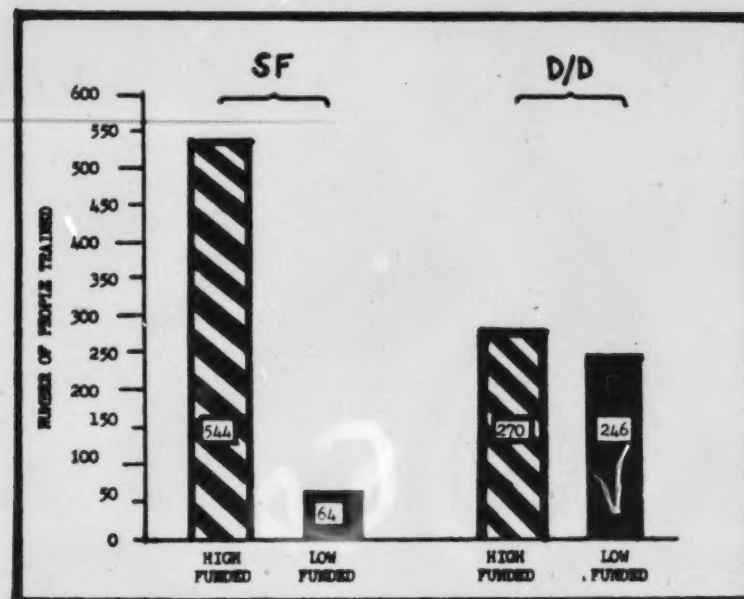


Figure 10

RELATIONSHIP BETWEEN AVERAGE NUMBER OF
PEOPLE TRAINED AND LEVEL OF FUNDING

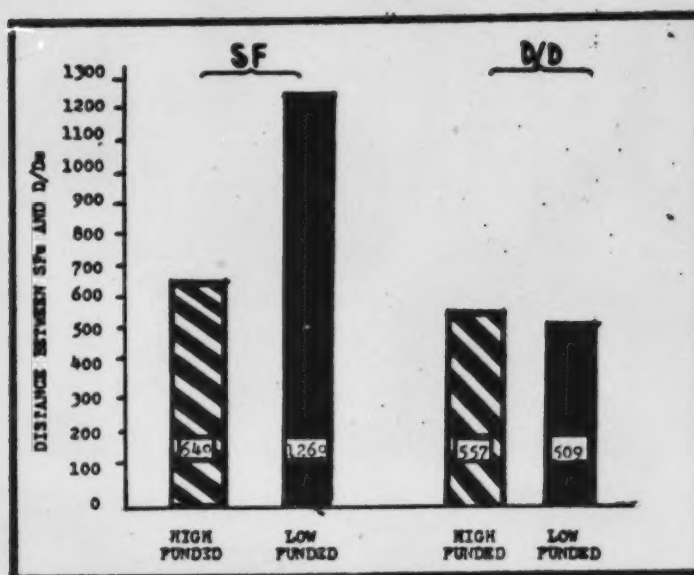


mistakes proved expensive and restricted future activity. For example, the lower funded SFs may have sent LEAs to D/D sites for training, which proved more expensive than bringing the D/D to the LEA.

A third reason for the different ratios of success may be that of mileage. The lowest funded SFs had an average distance between themselves and the D/Ds for whom they have facilitated training that is almost twice as great as that recorded for the most highly funded SFs. The pattern is not found between the two quartiles of D/Ds. It may be hypothesized that the lower funded SFs are spending much more of their limited resources on travel than their more highly funded counterparts. (See Figure 11)

Figure 11

RELATIONSHIP BETWEEN AVERAGE DISTANCE
AND LEVEL OF FUNDING



One possible explanation may be that some SFs are geographically isolated from D/Ds; therefore, higher travel costs are inevitable, and not the result of poor management techniques.

When SFs were asked their funding policies on a range of Network activities, some surprising differences occurred between the low and high funded SFs, as seen in Figure 12.

Figure 12

RELATIONSHIP BETWEEN AVERAGE SF FUNDING
POLICY AND LEVEL OF FUNDING



The lower funded SFs were more liberal during this start-up period, in funding the activities concerned with

getting D/Ds and LEAs together, whereas the highly funded SFs with the single exception of LEA in-state training expenses, were more likely to subsidize the distribution materials and activities at the post-training stage. There was virtually no difference in policy regarding payment of substitute teachers while regular teachers were being trained.

7. WHAT ARE THE CHARACTERISTICS OF SUCCESSFUL SFs
AND D/Ds?

If success is related to policies and practices, then it is of crucial concern to identify these. Not only will such knowledge enable the new SFs and D/Ds in the Network to eliminate costly and time-consuming mistakes, but it will also serve to maximize the accomplishment of those entering their second year of operation.

Since level of success is judged in terms of numbers of LEAs and non-public schools trained, as explained previously, both SFs and D/Ds were rank ordered from lowest to highest in terms of number of districts trained, and the first and fourth quartiles were chosen to be compared on a range of key concepts: their role, strategies, satisfactions, desired evaluation criteria and concerns.

SFs

There was substantial agreement between the most successful SFs on the first four characteristics describing their role. They saw themselves as resource linkers, catalysts and process helpers in the long and complex diffusion process. Thus perception of role does not seem to be related to level of success. (See Table 5)

Table 5

SF ROLESSFs With High Level of Success
(in order of importance)SFs With Low Level of Success
(in order of importance)

1	Serving as a communication link between D/Ds and LEAs	1
2	Helping LEAs to clarify needs and then responding to those needs	2.5
3.5	Matching LEAs with developer projects	2.5
3.5	Informing LEAs about the Diffusion Network and SF functions	4
5	Providing technical assistance to LEAs	6
10	Helping LEAs establish priorities	5

The two groups of SFs were also generally agreed as to the most important strategies they used to carry out their role. (See Table 6)

Table 6

SF STRATEGIESSFs With High Level of Success
(in order of importance)SFs With Low Level of Success
(in order of importance)

1	Sponsoring awareness presentations	1
2.5	Making resources (money) available to LEAs	7
2.5	Mailing awareness material about developers to LEAs	3.5
4	Personally visiting LEA sites	2
6	Making use of existing communication vehicles (e.g., BOCES, Regional Labs, SEAs, etc.)	6
6	Arranging LEA visits to developer sites	5
6	Building a consortium of LEAs divided into common interest groups by developer projects	16
7	Conducting informal needs assessments for LEAs	3.5

However, there was one major difference: the most successful SFs believed that making resources (money) available to LEAs was one of their most important strategies, (ranked second) while the least successful SFs considered this much less important (ranked seventh). This item can probably be explained in terms of funding, since the successful SFs as a group were funded approximately twice as high as the less successful SF, on the average, (\$166,094 as opposed to \$82,218 per SF). These findings corroborate the data presented earlier which demonstrated that there was a relationship between success and level of funding for SFs. Because these two factors seem to be so closely linked it is difficult to specify with certainty, in subsequent analyses, whether level of funding, or level of success, or both are related to patterns of SF responses.

When the budget allocations of the most and least successful SFs are compared, very little difference is apparent:

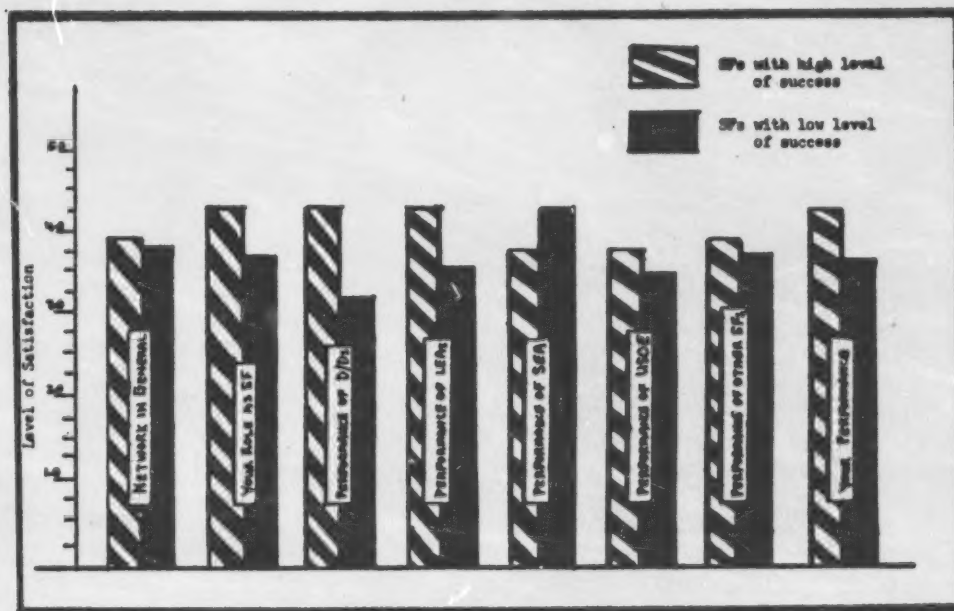
Most Successful SFs		Least Successful SFs	
32%	Dissemination	33%	
17%	Demonstration	16%	
23%	Training	17%	
28%	Other	34%	

It is not surprising to see that, when asked to rate their level of satisfaction with a range of Network elements, the most successful SFs rated every option but one higher

than the least successful SFs did. (See Figure 13). Since the performance of the former group was a successful one, they tended to be satisfied with their successes, and by extension, with the Network as a whole. The lowest rated

Figure 13

RELATIONSHIP BETWEEN SF SATISFACTION
AND LEVEL OF SUCCESS



satisfaction among this group was with the performance of the State Educational Agencies. Several possible reasons for this may be offered: first, the SFs may not have made appropriate overtures to establish continuous and productive relationships with SEAs; second, there may have been some tension between the SF and SEA because the SF was

operating within schools but outside SEA authority. When interviewed, a number of SFs stated that their relationship with their SEA could be characterized as "distant but cordial", so the low rating of satisfaction with SEA performance may simply reflect little contact and therefore little basis for judgment.

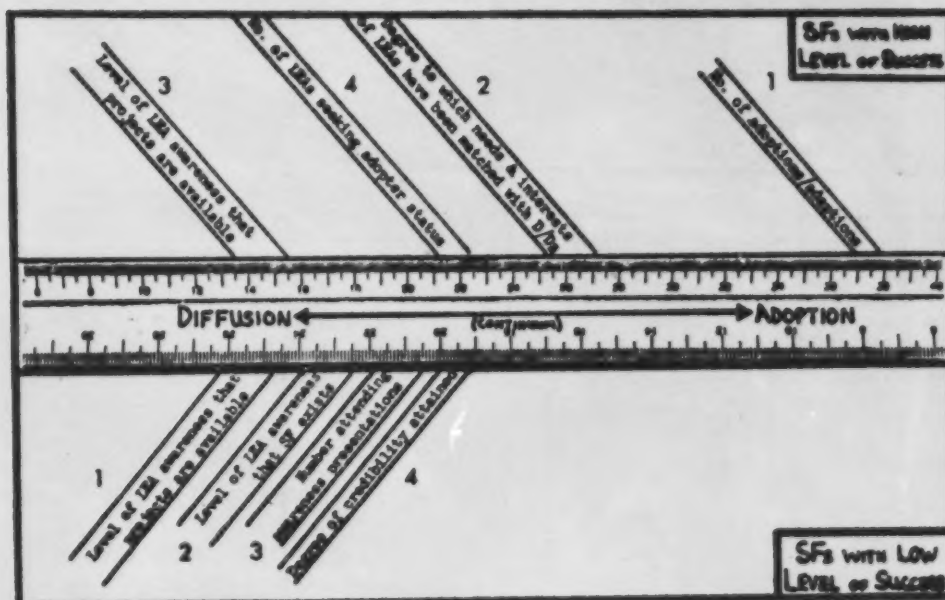
By contrast, the least successful SFs indicated they were more satisfied with SEA performance than any other performance in the Network. One possible explanation for this is that the style of operation of this group of SFs is one of greater cooperation with already existing channels in the SEA, since many of them have been or still are members of their SEA. This procedure may not lend itself to early successes but may in the long run prove more productive.

When SFs were asked to rank order the criteria on which they wished to be evaluated as of March 31, 1975, the most successful SFs chose, in the first four places, criteria which span the continuum of Network goals from Diffusion through Adoption; as is depicted in Figure 14. Criteria selected tended to be those primarily against which dissemination activity could be measured. Moreover, direction of interest of successful SFs in order of importance tends to start with adoption and works its way down the continuum toward diffusion, whereas for the least successful SFs the order is reversed: their first choice for evaluation

criteria is the level of awareness activity. It remains to be ascertained whether the emphasis on these kinds of activities is establishing a solid foundation for later adoption, or whether the greater concern with long-range goals shown by the more successful SFs will ultimately produce more adoptions.

Figure 14

RELATIONSHIP BETWEEN CRITERIA ON WHICH
SFs WISH TO BE EVALUATED (IN ORDER OF
IMPORTANCE) AND LEVEL OF SUCCESS



The concerns voiced by the two groups of SFs indicated a similar difference in that those with a high-level

of success are much more idea oriented than the SFs with low level of success. Table 7 reveals that while both groups have as their first concern the discovery of successful activities, subsequent concerns for the SFs with low success rate are more involved with the details of day-to-day operation as opposed to the most successful SFs who have more global concerns over Network concept.

Table 7

RELATIONSHIP BETWEEN SF CONCERNS AND LEVEL OF SUCCESS

<u>SFs WITH HIGH</u> <u>LEVEL OF SUCCESS</u>		<u>SFs WITH LOW</u> <u>LEVEL OF SUCCESS</u>	
IDEA-ORIENTED	ACTION-ORIENTED	IDEA-ORIENTED	ACTION-ORIENTED
2 How do SFs plan to survive? 3 Where will the Network be in ten years? How can improvement of education (without adoption) be evaluated? 5 How will SFs maintain a national perspective if they are part of an SMA? 5 What actually constitutes an adoption? 7 What is the role of the SMA in the future?	1 Which activities have been successful?	2 What actually constitutes an adoption? 4 How do SFs plan to survive?	1 Which activities have been successful? 3 What are good procedures for linking SMEs with S/De? 5 How can we get reliable and structured information from S/De? 7 How can adoption be customized? 7 What are good procedures for arousing interest? 7 Where have we "bumped out"?

To summarize the results of the previous analysis, it seems clear that the most successful SFs are more highly oriented towards the future, and to the long range goals of the Network, and are focussing less on the functioning of day-to-day operations.

D/Ds

When comparison is made between the top and bottom quartiles of successful D/Ds, it is clear that both groups are in substantial agreement about their role, namely, the development of processes and materials which will affect both student and teacher behavior (See Table 8). In terms of strategies (See Table 9) considered most important to

Table 8

D/D ROLES

<u>D/Ds With High Level of Success</u> <u>(in order of importance)</u>		<u>D/Ds With Low Level of Success</u> <u>(in order of importance)</u>	
1	Training Educational practitioners	2	
2	Facilitating positive change in student behavior	1	
3	Providing a vehicle by which teacher competencies can be upgraded	5	
4	Developing project materials and processes	4	
7	Providing technical assistance to LEAs	3	

Table 9

D/D STRATEGIES

<u>D/Ds With High Level of Success</u> <u>(in order of importance)</u>		<u>D/Ds With Low Level of Success</u> <u>(in order of importance)</u>	
1	Training trainers	2	
2	Scheduling time periods on a regular basis devoted to training, awareness, and home-site demonstration	3	
3	Adapting the project to the needs of the LEA	1	
4	Participating in a conference where you are one of several D/Ds giving an awareness presentation	7	
5	Conducting follow-up sessions after initial training is completed	4	

do this, both groups ranked training trainers, scheduling time and adopting to LEA needs in the first three positions.

Thus neither of these criteria can be used to establish characteristics of successful D/Ds.

An analysis of budget allocations (exclusive of staff time) of the most successful D/Ds bears out previous findings that this group has spread the resources of time, money and effort over the whole range of Diffusion-Adoption activities. On the other hand, the least successful D/Ds are more likely to have committed their resources to the preliminary activities of dissemination and demonstration. The inordinately large percentage devoted to dissemination alone, which is primarily an SF function, may have depleted resources for subsequent activities. If budget allocations are a true reflection of operational style, it would appear that a more even distribution of funds is related to successful performance among D/Ds. Whether this pattern will prevail at the end of the second year of Network operation remains for future evaluations to ascertain.

Most successful D/Ds		Least successful D/Ds
22%	Dissemination	47%
12%	Demonstration	26%
30%	Training	15%
36%	Other	12%

Figure 15 reveals that the successful D/Ds are generally more satisfied with all elements in the Network except the SEAs and other D/Ds.

Figure 15

RELATIONSHIP BETWEEN D/D SATISFACTION
AND LEVEL OF SUCCESS



The lowest level of satisfaction recorded in this analysis was the performance of SFs as indicated by the least successful D/Ds. Here the crucial relationship between D/Ds and SFs is probably not functioning as it should, for whatever reason.

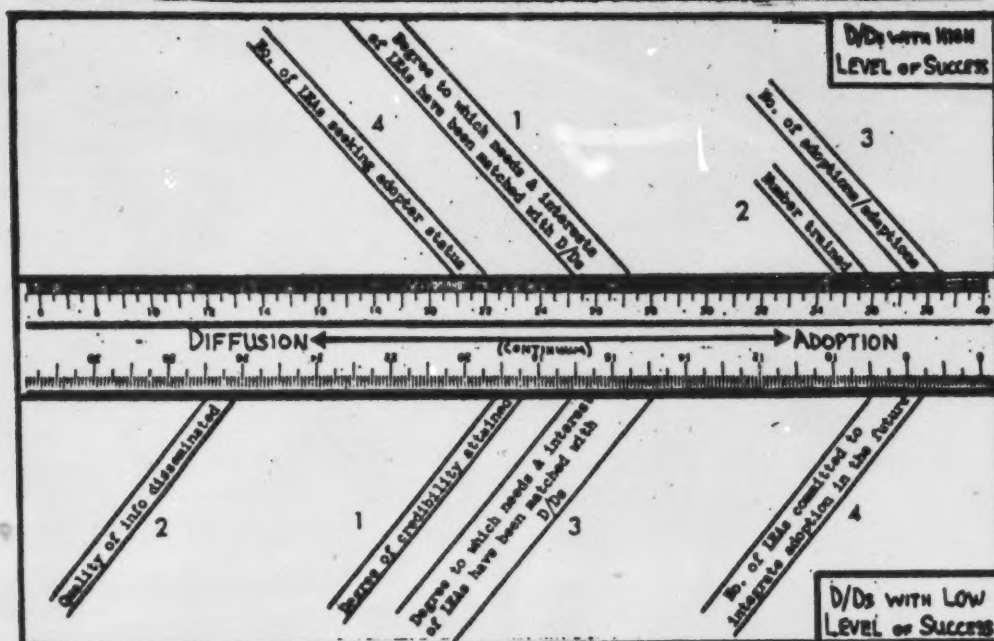
As was also true in the analysis of SF satisfaction,

the least successful D/Ds showed a higher satisfaction with SEA performance than did the successful D/Ds. This suggests that the same reasons advanced in the previous analysis might be operational here.

When asked to rank the evaluation criteria against which they wanted to be judged as of March 31, 1975, there were some marked differences. The most successful D/Ds chose, in the first four places, criteria which span the continuum of Network goals from diffusion to adoption. This is similar in scope to the responses of the successful SFs, but in the opposite direction. On the other hand, the criteria chosen by the least successful D/Ds are more diffusion-oriented, but not to the degree that those chosen by the least successful SFs were. (See Figure 16).

Figure 16

RELATIONSHIP BETWEEN CRITERIA ON WHICH D/Ds WISH TO BE EVALUATED (IN ORDER OF IMPORTANCE) AND LEVEL OF SUCCESS



The concerns manifested by the two groups of D/Ds were analyzed in the same way as for the SFs to determine whether the groups were idea-oriented or action-oriented. Unlike the SF analysis, the results indicate no difference between the most and least successful D/Ds; both are primarily action-oriented. (See Table 9).

Table 9

RELATIONSHIP BETWEEN D/D CONCERNS AND LEVEL OF SUCCESS			
<u>D/Ds WITH HIGH</u> <u>LEVEL OF SUCCESS</u>		<u>D/Ds WITH LOW</u> <u>LEVEL OF SUCCESS</u>	
IDEA-ORIENTED	ACTION-ORIENTED	IDEA-ORIENTED	ACTION-ORIENTED
5 Where will the Network be in two years?	1 Which activities have been successful? 25 What is the best way to screen potential adopters? 25 What is the best procedure for training trainers? 4 Which activities have been non-productive? 6 How can adoption be customized?	3 How can improvement of education (without adoption) be evaluated? 55 What actually constitutes an adoption?	1 Which activities have been successful? 2 Which activities have been non-productive? 4 How can adoption be customized? 56 What is the best procedure for training trainers? 7 What are good procedures for arousing interest?
7 What is the role of the SEA in the future?			

The picture that begins to emerge from this data is that the least successful D/Ds seemed more intent upon a

basic acceptance of themselves and their projects and are more oriented at this time towards the primary activities of the Diffusion-Adoption process, than to end results. Only the second year evaluation of the Network will indicate whether this slower, more conservative approach will prove more or less crucial to final adoption.

8. ARE SOME D/D PROJECTS MORE TRANSFERABLE THAN OTHERS?

To establish whether certain kinds of innovations were more attractive to potential adopters than others, the 33 D/Ds were classified in the following five categories:

1. Basic skills - reading, writing, math, e.g., Math Prescriptions, SDR Reading Systems.
2. Curriculum Innovations - additions to or replacements for existing curricula, and generally content-oriented, e.g., Curriculum for Meeting Modern Problems, the Institute for Political and Legal Education.
3. Handicapped and Learning Disabled - for physically, emotionally, and/or mentally handicapped children, e.g., Project Success for SLD Children, Learning Disabilities: Early Identification and Intervention.
4. Early Childhood - for students in early grades who are neither handicapped nor learning disabled, e.g., Early Prevention of School Failure, Strategies in Early Childhood Education.
5. School and Administrative Reorganization - changes in the structure or alternates to current educational institutions, e.g., St. Paul Open School, Educational Service for School Age Parents.

The divisions were made on the basis of descriptive materials supplied by each D/D; wherever a project seemed to fit equally into two categories, it was placed in that category which most closely reflected its major focus.

Three indices were used to assess transferability:

1. number of LEAs and non-public schools trained, indicating the coverage obtained by the innovation.
2. mileage between D/D and the SF who facilitated training, indicating whether the coverage was primarily local or national.
3. number of people trained, indicating the impact within the LEAs.

To achieve a final ranking for transferability, the performance of each of the five categories of D/Ds on the three indices chosen was ranked from first to fifth position, and a mean score compiled for each category (See Table 10).

Table 10

	LEAs Trained	Mileage	People Trained	Mean Rank	Overall Rank
Basic Skills 1	4	5	1	3.3	4
Curriculum Innovation 2	2	1	3	2.0	1
Handicapped and Learning Disabled 3	3	3	2	2.6	3
Early Childhood 4	1	2	4	2.3	2
School and Administrative Reorganization 5	5	4	5	4.6	5

The final rankings indicate that D/Ds categorized as Curriculum Innovation (Category 2) can be considered most transferable. Those in School and Administration Reorganization (Category 5) seem to be least transferable, and this is consonant with research which has found that the greater the complexity of the innovation, and the less compatible it is with existing structures and practices, the more difficult it is to adopt.

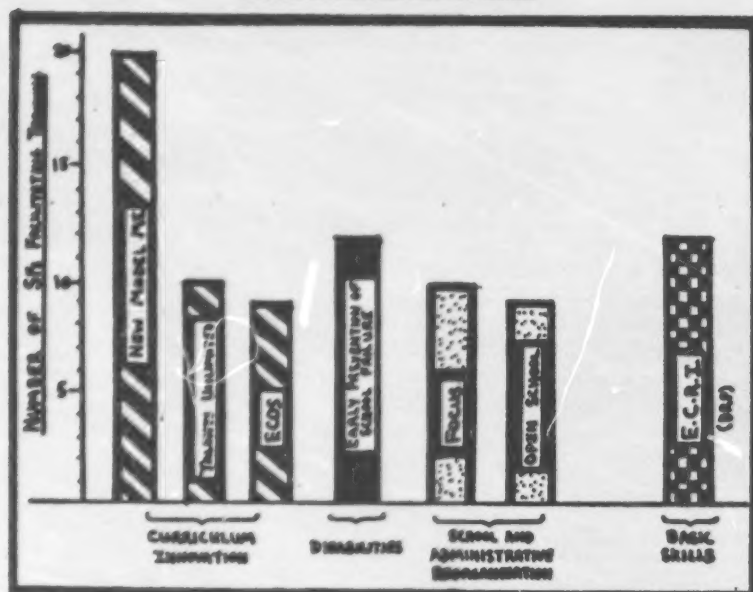
The other significant variable which may affect transferability is level of funding. As with previous findings in this analysis, Category 2 emerges as the most highly funded as well as the most transferable, while Category 5 is not only least transferable, but the lowest funded of the five categories. This would seem to suggest that level of funding may be related to transferability in a major way.

Another way of considering transferability of innovation is by examination of the number of SFs who facilitated training for a given D/D project. As Figure 17 shows, of the six D/Ds most frequently facilitated, three (50%) are from Category 2, and two from Category 5. No D/Ds from the categories of Early Childhood and Basic Skills* were among those most frequently facilitated.

* Training for one DRP in the Basic Skills area was frequently facilitated.

Figure 17

DEVELOPER PROJECTS MOST FREQUENTLY FACILITATED
(TRAINING) BY SFs



It must be kept in mind that when the figures are cited for the number of SFs who facilitated training for a particular project, the D/Ds are being considered as individual projects, and are not analyzed in the context of a grouping, as earlier.

There may be some other factors besides category which are related to the frequency of facilitation, such as a personal relationship between the D/D director and the SF, the availability of the D/D, and the flexibility of the D/D training requirements.

In all cases, it is not possible to talk about the long range staying power of any D/D at this time. Figures on adoption will be the only accurate reflection of transferability.

NETWORK NORMS

In addition to the preceding analyses, it was possible and practical to construct a profile of the average SF and D/D performance based on the median* response to questions covering critical areas of policy and practice. The profiles developed below should be of value to newly appointed SFs and D/Ds who will have some criteria for success that are based on actual performance levels of the first year of Network operation.

For those SFs and D/Ds who are entering their second year, the norms provide a point of comparison for self-evaluation. This in turn will enable the individual to capitalize on strengths and to isolate and improve weakness. In addition, the information provided allows some predictions to be made regarding future accomplishment of the Network, as well as giving significant input into management and budgetary decisions.

The report does not mean to suggest that these norms represent desirable or mandatory performance levels. Because projects differ in unique qualities, funding, and peculiar constraints, it is necessary to view the following cautiously; however, for those who find benchmarks useful, this data can be of value.

* Since the distribution of responses was skewed in most instances, the median was a more representative measure of the central tendency of the data than was the mean.

STATE FACILITATORS

Dissemination: 35 percent of the SF budget covered dissemination. Most SFs used awareness mailings and contacted almost every LEA and non-public school in their regions. They received a 30 percent response to these mailings.

Of the awareness activities undertaken, the typical SF felt that the most effective activities, (i.e., meeting with chief school administrators and visiting LEAs) depended on personalization.

Demonstration: With a 21 percent budget allocation, the typical SF made visits to 3 D/D sites for the purpose of becoming more familiar with these projects. In addition, they facilitated visits for 12 LEAs and non-public schools.

Training: Using 20 percent of the total budget, the typical SF facilitated seven training sessions (range: 0-100). Of those LEAs and non-public schools who had responded to the awareness mailings, 21 percent were eventually trained by D/Ds.

DEVELOPER/DEMONSTRATORS

Dissemination: The D/Ds allocated 38 percent of their budgets for these activities. The most expensive was felt to be the sponsoring of booths at educational fairs, but

this was judged least effective. Personal presentations of their programs to Local Educational Agencies (LEAs) was considered by D/Ds to be the most effective awareness activity.

Demonstration: With a budget allocation of 20 percent, the D/Ds provided, on the average, demonstrations at their own home sites for six SFs and 52 LEAs and non-public schools.

Training: 25 percent of the total D/D budget covered training expenses. The typical D/D conducted nine training sessions (range: 0-35) of approximately 3 1/2 days each. An average of 20 LEAs and non-public schools were trained (range: 0-191) by each D/D. 76 percent of those trained were teachers, 15 percent administrators and 9 percent others (including pupil personnel, parents and community representatives). The administrators represented a key group in the training since both D/Ds and SFs indicated that the most active LEAs had strong administrative support for innovation.

OTHER FINDINGS

In the process of analyzing the data for the key questions, certain other findings of interest emerged which are treated below.

Some aspects of the evaluation were designed to reveal the perceptions of SFs and D/Ds regarding their relationships with LEAs and non-public schools, the target group of the Network. Tables 11 and 12 reveal that SFs and D/Ds had remarkable similarity of attitude on the characteristics of most active LEAs.

Table 11

CORRESPONDENCE BETWEEN D/D AND SF PERCEPTIONS

Characteristics of Most Active LEA's

<u>SF</u> <u>in order of importance</u>		<u>D/D</u> <u>in order of importance</u>
1	level of administrative support for innovation	1
2	presence of catalyst	3
3	degree of favorable staff attitudes toward change	2
4	openness and flexibility of staff	4

The same four characteristics of most active LEAs were chosen from a list of 15 options.

The need for administrative support for innovation was acknowledged to be of paramount importance among active LEAs. This reinforces the position discussed earlier that training sessions must, wherever possible,

make a specific appeal to administrators to participate, and then must provide these participants with attitudes and activities which are supportive of educational innovation within the classroom.

When ranking constraints with LEAs, three of the first four constraints from a list of 15 options were chosen by both SFs and D/Ds. The area of difference reflects the differing roles played by SFs and D/Ds: the SFs are naturally more cognizant of the demands of LEA budget cycles, while the D/Ds are more closely involved with LEA training and follow-up needs.

Table 12

CORRESPONDENCE BETWEEN D/D AND SF PERCEPTIONS

<u>Constraints with LEAs</u>		
<u>SF</u> <u>in order of importance</u>		<u>D/D</u> <u>in order of importance</u>
1	LEAs short of funds	1
2	Network out of sync with LEA budget cycle	
3	LEAs having difficulty freeing teachers	4
4	LEAs not realizing amount of work required prior to adoption	3
	LEAs differ in training and follow-up needs	2

The final element of the Network to be considered in assessing the first year of activity, is USOE itself. Here the attitudes of SFs and D/Ds towards the positive contributions of OE showed sharp divergence (See Table 13).

Table 13

Correspondence Between D/D and SF Perceptions
 (Positive Contributions Made by USOE)

<u>SF</u> <u>(in order of importance)</u>		<u>D/D</u> <u>(in order of importance)</u>
1	Imposing a limited amount of constraints	5
2	Legitimizing the diffusion of educational innovation by placing its stamp of approval on efforts now being undertaken	1
3	Being extremely flexible when dealing with elements in the Network	
4	Keeping "red tape" down to a minimum	6
5	Supporting individual and local initiative	7
6	Attempting (internally) to insure the survival of the Network	4
7	Providing a national forum for the discussion of educational change	2
8	Serving as a catalyst in getting educators to move towards bridging the gap between theory and practice	3

Three of the first four choices of SFs indicate that these see OE's contribution as primarily a passive one: that is, imposing minimum constraints, keeping down red tape, remaining flexible and supporting individual and local initiative. The choices of the D/D on the other hand, indicate that they see OE's role as a more active one: i.e., legitimizing the Network, providing a national forum, acting as a catalyst. These differences of perception are understandable in terms of the different concerns of the two. Since D/Ds operate nationally, they require support from the only other Network element which is concerned with national view, namely, O.E. The SFs conversely, operate statewide or region-wide, and probably see as desirable less outside involvement with their activity.

RESULTS OF PRELIMINARY INTERVIEWS

The data contained in this section was obtained from interviews conducted with State Facilitators and Developer/Demonstrators. The presentation here is narrative and summative, not analytical, and is designed to reveal the feelings, attitudes, and experiences of those interviewed regarding the functioning of the Network.

A. Purpose of Interviews

Since the most effective evaluation instrument is one which derives criteria developed from experiential data, the interview schedule was designed to elicit information, on both the cognitive and affective levels, about what was happening "out there". This information was used to construct two very comprehensive questionnaires, which were mailed to all 54 State Facilitators and to all 33 Developer/Demonstrators, respectively. These instruments reflect most accurately and completely the potential and the accomplishments of the Network, as well as unrealistic expectations and non-productive procedures. The face validity of these instruments flows in part, too, from the use of the concepts and language of those interviewed.

B. Method

Participants were interviewed in person or by telephone for forty-five minutes to one hour using the interview schedule in Appendix A. They were also invited to comment freely on any areas not covered in the interview, but of

concern to them. The use of anecdotal information was encouraged to clarify generalities and abstractions.

C. Participants

Every geographical area of the country was represented by the 14 State Facilitators chosen.

The 12 Developer/Demonstrators were selected on the basis of two criteria: that they represented geographical areas and that they were those D/Ds most frequently mentioned by the State Facilitators as being, in the latter's opinion, very effective.

Those interviewed were not selected at random and thus cannot be considered as representative samples of their respective colleagues in the Network. Caution, therefore, is strongly suggested if generalizations from this sample are to be made.

The participants are listed in Appendix B.

State Facilitators

The State Facilitators were almost unanimous in their enthusiasm for both the philosophy and the functioning of the Network. They saw the potential for meeting educational needs within their territories, for building effective lines of communication between educational institutions, government and the community, and for broadening and deepening educational expertise through cross-fertilization of ideas and practices on a national scale.

State Facilitators were also cognizant of their position as "Trouble-shooters" in the Network. They felt they were closest to the "market", were becoming increasingly aware of the needs and problems of the LEAs, and were therefore in the best position to articulate these to the D/Ds. Many, but not all, go beyond the position of "information broker" between the D/Ds and the LEAs, and preselect, screen and match-up D/Ds and LEAs, with an eye to economy of time, money and energy so as to maximize the Network yield.

There was little agreement at this stage as to the nature of the LEAs who had been most responsive to the Network. Some saw the large districts as more affluent, sophisticated and responsive to change, while others

believed smaller districts with less administrative machinery enabled D/Ds to get more quickly to the teachers' level. SFs felt the need to develop criteria to screen out those LEAs who were looking for "a free ride" without a real commitment to the projects involved. The most responsive LEAs had administrations who were strongly in support of innovation, and had, or developed, community support for the projects.

A. Optimum Conditions for Effectiveness

State Facilitators singled out several conditions that proved especially effective in enabling them to perform well:

1. Previous grant experience: whenever SFs were wise to the ways of budget, bureaucracy, "red tape", reports and time lines, they had the distinct advantage of being able to move quickly, provide tangible help to the smaller and often less educationally sophisticated LEAs.
2. Good SEA relationships: many SFs had worn, or continue to wear, a hat in the state agency. As a result, they were able to plug into whatever dissemination channels were already viable. State education departments often "beat the drum" for the Network, make referrals, lend technical assistance

in the preparation of awareness material, and provide an informal support system for the SF.

3. LEA Needs Assessments: whenever and wherever these had been carried out, either under the aegis of the SEA or the SF, the Facilitator found a high degree of openness to change, receptivity towards innovation and commitment. The clarification of local objectives accomplished by the needs assessment enabled the Facilitator to "bring the right people together" quickly, to the satisfaction of both LEAs and D/Ds.

B. Areas of Constraint and Dissatisfaction

There was a consensus that certain situations were counter-productive and these were identified as:

1. Ambiguity of role: although all SFs saw themselves as obliged to provide first level awareness of the nature of the Network and the projects available, they differed considerably in how much further they carried their role. This ranged from making initial contact between the LEA and D/D to "hand-holding" the LEA through the entire adoption process with on-going technical and financial and moral support.
2. Unrealistic adoption criteria: many SFs complained of the rigidity of expectation on the part of D/Ds, and a lack of flexibility in adapting their projects

to the needs of LEAs. Some felt the D/Ds were more interested in field-testing and evaluating their own projects than in responding to requests to modify and customize for the "market". Developer/Demonstrators without knowledge of the dynamics of change proved difficult to work with.

3. Poor time line: SFs often found that by the time the D/Ds had provided first level awareness material to them, LEAs had already made commitments in the time and money for the school year. At this point, as LEAs are responding in greater numbers, due in part to the ripple effect that some adoptions have generated, there are too few D/Ds with schedules open enough to take on additional training.

4. Inauspicious geography: SFs from the Far West tend to see themselves as outside the mainstream of the educational establishment both physically and psychologically. Travel budgets are closely calculated and many of these SFs confess to "sitting on their funds" for fear of getting caught short. They also express a reluctance on the part of many of their LEAs to deal with "Washington's red tape" and a suspicion of "getting something for nothing". One SF drew attention to the problem of many of the smaller, more isolated districts in his rather sparsely populated state who were hampered by a lack of substitute

teachers available to relieve teachers for training.

C. Relations with OE

The majority of SFs characterized their relationship with OE as: "very supportive," "responsive," "excellent," "they leave us alone to do our own thing," "they don't get in the way." Many saw as part of their responsibility the need to study the diffusion process, to experiment with new and creative approaches to dissemination, and to evaluate the process as well as the product.

A few SFs, particularly those who confessed to feeling unsure of the dimensions of their role, expressed the need for greater leadership, more concrete definitions of responsibility, specific guide-lines, and unified criteria for performance.

Developer/Demonstrators

Developer/Demonstrators were unanimously pleased with what they felt was their clear and unambiguous role in the Network. Almost universal, too, was the personal enthusiasm with which they regarded their own projects. The majority felt they had already fulfilled their training objectives and were fully committed in training time for several months to come. There seems to be a high level of fatigue among D/Ds and a real concern for having to turn down many requests. For this reason many were launching into a new area: namely, the training of trainers and the provision for on-going support to adopter/adapters.

Few said they had made any changes in their projects since becoming involved in the Network, and they accepted their full training schedules as indicative of their success in meeting needs. They, like the SFs, could make no generalizations about the nature of LEAs who had already received training.

A. Optimum Conditions for Effectiveness

D/Ds saw as being particularly advantageous to them:

1. Good SF relationships: SFs who had made on-site visits and had familiarized themselves with the D/Ds' project were able to "sell" the project and give

considerable preliminary information to potential adopters. Since they were clear on what the project could and could not accomplish, there was appreciable saving in time and effort for the D/Ds.

2. Knowledge of marketing techniques: most D/Ds recognized that they must be first of all, salesmen, and knowledge gained from experience or consultants proved invaluable.

3. Knowledge of the dynamics of change: this is crucial in order to avoid unrealistic expectations, especially on time lines. Some D/Ds were disconcerted to find the negotiations for adoption and training took much longer than they had anticipated.

4. Other dissemination channels: because of the nature of their project, several D/Ds had affiliations with organizations such as the Ad Hoc Committee on Legal Education of the American Bar Association, and the American Physical Education Association, who supported and advertised the D/Ds on a national scale.

B. Areas of Constraints and Dissatisfaction

1. Educational fairs: these were characterized as "cattle shows" and "a waste of time, money and energy". Some D/Ds have made a decision to attend no more of these unless the SF guarantees that LEAs

participating have been pre-selected according to manifested needs and interests. Other D/Ds felt at a disadvantage at such fairs because they were unable to translate their projects into effective display material.

2. Little local impact: many D/Ds were concerned because, although they had full training schedules nation-wide, they had attracted little response in their own immediate regions and states. They offered no probable explanation for this.

3. Training of trainers: since many D/Ds are now beginning secondary training, they confessed to some anxiety as to their ability to "keep control of the baby". Some had experienced problems with trainers of trainers who had consciously or unconsciously altered aspects of the project, making it difficult or impossible to predict outcomes.

4. Long distance management: some D/Ds admitted to problems keeping their own demonstration sites in exemplary condition because of their frequent absences for training. This suggested to them that they would have a real problem with maintaining optimum performance at adopter sites.

5. Demonstration sites: where D/Ds have demonstration sites in schools, they have found consider-

able disruption for students caused by steady streams of visitors. Some are planning to limit on-site visits to specified days next year.

C. Relations with OE

Only one complaint was voiced by a D/D who seemed to have a personality conflict with his program officer. As with the SFs, most D/Ds appreciated both the support and latitude they felt OE accorded them. They did suggest that any national meetings be scheduled well in advance because of very tight training schedules. St. Louis was not one of their favorite experiences, although the idea of meeting for informal interchange was favored.

Common Concerns

There were several areas where both SFs and D/Ds voiced concern:

1. Role clarification: although D/Ds had generally clear notions of their role, they and the SFs themselves wanted clearer definitions of the SFs responsibilities. Since there were considerable variations among the SFs as to how much "hand-holding" they were prepared to do, D/Ds found it troublesome to be constantly shifting expectations depending on which SF was involved.
2. Forms of awareness material: some uniformity in amount and organization of awareness material supplied by the D/D to the SFs and by the SFs to the LEA would facilitate information flow.
3. Screening devices: requests for training are in many cases far exceeding the ability of the Network to deliver. There is a resulting need for instruments to screen LEAs in order to make effective decisions regarding training.
4. Meaning of adoption/adaption: as experience begins to reveal the needs and capabilities of LEAs, there is strong feeling that total adoption is an unrealistic goal for many grants. Where adaption is the alternative, D/Ds question how

much modification of the original product is possible before its very essence is changed to something quite different from that intended.

5. Evaluation: SFs and D/Ds manifest somewhat vague notions about much of the evaluation procedure and the criteria for success. Most felt that a number of adoptions was a logical but insufficient criteria for evaluation, and suggested quality of adoptions, geographical distribution, and regional sites as additional goals.

RECOMMENDATIONS

Based on the evaluators' experience, two areas of concern emerge which seem to require some remedial action, and which are susceptible to improvement. These are implications for future action and suggestions for research and evaluation.

Implications for Future Actions

1. Because both SFs and D/Ds indicated that LEAs seem generally unaware of the time and effort required for adoption, some attention must be paid to making potential adopters aware of the dimensions of the task. It may be that SFs and D/Ds are each assuming that the other is making this clear to the LEA. Some generally articulated and uniform policy for doing this throughout the Network would therefore seem to be called for.
2. The data suggest that there is a lack of a uniform definition of "adoption" which is causing SFs and D/Ds to define in various idiosyncratic ways precisely what this entails. For some projects elaborate control procedures have been inaugurated so that no innovation can be considered to have been adopted until a period of trial and evaluation has elapsed. Other projects seem to consider

that adoption has occurred when those who have been trained begin implementation of the program. As the Network moves into its second year in which the major emphasis will shift from diffusion to adoption, a uniform definition of "adoption" should be a top priority at this time.

3. During the forthcoming year of trial and installation, it seems reasonable to set as a goal changes in institutions rather than changes in student behaviors for the purposes of evaluation.

4. Some standard for data collection and reporting on individual projects should be established, including definitions of activities (dissemination, awareness presentation, trial, etc.), and terms (is an LEA an individual school or a school district?).

5. The evaluators found that there was general resistance on the part of D/Ds to educational fairs as an awareness activity, because they were judged the most expensive and least effective of such activities. For this reason it is recommended that alternate strategies be used by SFs.

6. "Personalization" of activity by SFs seems to be an effective and relatively inexpensive strategy for maximizing responses to awareness activity.

7. As the Network moves into its second year of operation, a choice must be made whether to publicize the Network and its potential or retrench and concentrate on helping those already trained in whatever ways possible to implement and sustain the innovation in their districts. Since it is presumed that a ripple effect from involved schools will contribute something to the dissemination activity, whereas the complex activities of adoption will probably require ongoing support, we suggest a shift in concentration of activity from dissemination, demonstration and training, to trial and installation. This will necessitate that SFs reorient their emphasis from diffusion to adoption.

8. After one year of experience, SFs and D/Ds have perceptions of the characteristics of potentially successful LEA adopters. Some measure of selectivity for LEAs should probably be developed by this group.

Implications for Research

Certain questions surfaced in the analysis of data for which no explanation or corroboration is possible at this time, either because data were not available or because the final stages of adoption for most of the Network have not

yet been reached. For consideration in the evaluation effort to be conducted during FY 1975-76, these questions are proposed below:

1. Will slow and careful attention to activities in the early stages of diffusion build a better foundation for long-range adoption than the more swiftly moving early successes?
2. During the second year, with the Network focussing on trial and installation activities, what will be the effect on budget allocations for dissemination and demonstration activities?
3. Why does level of funding seem to be a greater factor in the success of SFs rather than of D/Ds?
4. Why did the lowest funded SFs average twice the distance between themselves and D/Ds for whom they facilitated training than did the highest funded SFs?
5. Why, during start-up period, were the lowest funded SFs more liberal in their funding policy than the highest funded SFs?
6. To what extent does the background and experience of D/Ds and SFs, before they entered the Network, influence success?

7. What other factors, which have not yet been measured, contribute to success, i.e., personality, availability, flexibility, etc.?
8. Why are the least successful SFs and D/Ds more satisfied with SEA performance than are the most successful?
9. Will newly funded SFs and D/Ds be fully utilized in the time remaining in Network life?
10. As awareness of Network existence and activity increases, will more SEAs adopt the facilitator role?

TECHNICAL SECTION
 PROFILE OF QUESTIONNAIRE RESPONDENTS

	<u>Universe</u>	<u>Responded</u>	
		<u>N</u>	<u>%</u>
State Facilitators	54	51	95
Developer/Demonstrators	33	29	88

States with Multiple SFs

Minnesota	3	3	100
North Carolina	5	5	100
Texas	19	16	84

D/Ds Categorized by
Project Type

Basic Skills	8	5	63
Curriculum Innovation	7	7	100
Disabilities	7	7	100
Early Childhood	4	4	100
School and Administrative Reorganization	7	6	86

	<u>Number of Respondents</u>	<u>Percent of Respondents</u>
<u>SF Funding Level (by SF)</u>		
Under \$25,000	13	25
\$25,000-49,999	5	10
\$50,000-74,999	9	18
\$75,000-99,999	6	12
\$100,000-200,000	10	20
Over \$200,000	8	16

SF Funding Level (by State)

Under \$25,000	0	-
\$25,000-49,999	1	3
\$50,000-74,999	1	3
\$75,000-99,999	8	27
\$100,000-200,000	10	33
Over \$200,000	10	33

<u>D/D Funding Level</u>	<u>Number of Respondents</u>	<u>Percent of Respondents</u>
Under \$25,000	3	10
\$25,000-49,999	4	14
\$50,000-74,999	9	31
\$75,000-99,999	7	24
\$100,000-200,000	5	17
Over \$200,000	1	3

RELIABILITY

Rarely, if ever, when survey questionnaires are used in evaluation studies, are the reliabilities of the instruments calculated and provided to the public. This leaves the concerned reader ignorant as to how much confidence can be placed in the data since there is no indication of the precision and consistency of the measuring devices.

In an attempt to ascertain the reliability of the two survey questionnaires, Magi Educational Services, Inc. sampled three items (#1, 2, and 7) from Part I of the respective instruments and requested, in a follow-up mailing, that both SFs and D/Ds respond once again to one of those three items. Using test-retest procedures, responses to the follow-up mailing were compared to initial responses with the following results:

<u>Item</u>	<u>Reliabilities*</u>	
	<u>SF</u>	<u>D/D</u>
1	.49	.65
2	.87	.67
3	.84	.91

In addition, three questions from Part II of the questionnaires were sent to SFs and D/Ds in the follow-up mailing with their initial responses recorded regarding the number of school

* Formula:
$$r = \frac{M_{xy} - M_x M_y}{\sqrt{[M_x^2 - (M_x)^2][M_y^2 - (M_y)^2]}}$$

districts and people trained and number of training sessions conducted. They were asked to correct their initial responses if, upon reexamination, they were deemed to be inaccurate. Eighty percent of the SFs and 90 percent of the D/Ds returned the follow-up verification forms and the results were as follows:

SFs

78% required no correction

The corrections made indicated that there was a certain percentage of error in our reported data as follows:

- 2% error in number of school districts trained
- 5% error in number of people trained
- 1% error in number of training sessions conducted

D/Ds

77% required no correction

The corrections made indicated that there was a certain percentage of error in our reported data as follows:

- 7% error in number of school districts trained
- 3% error in number of people trained
- 2% error in number of training sessions conducted

ASSESSMENT OF QUESTIONNAIRE

On the following page, a Questionnaire Rating Sheet appears which was enclosed in the mailing of the D/D Questionnaires. Each D/D was asked to rate the Questionnaire on a number of variables, e.g., content, coverage, etc., so that the evaluators could determine the D/Ds' perceptions of the quality of the Questionnaire. The asterisks (*) indicate, for those D/Ds returning completed Questionnaires, the mean rating obtained for each variable.

QUESTIONNAIRE RATING SHEET

Please rate this questionnaire by circling one number from 1 to 5 for each of the following categories:

PART I

CONTENT:

Appropriate

Inappropriate

A horizontal number line with arrows at both ends. It is labeled with the numbers 1, 2, 3, 4, and 5 from right to left. There are tick marks for each number. A point is marked with a dot at the number 4, and another point is marked with a dot at the number 5.

COVERAGE:

Comprehensive

Superficial

Comprehensive

$\frac{1}{5}$ $\frac{2}{4}$ $\frac{3}{3}$ $\frac{4}{2}$ $\frac{5}{1}$

DIRECTIONS:

Easily Understood

**Ambiguous or Hard
to Understand**

5 4 3 2 1

ANSWERING FORMAT:

Easy to Handle

Hard to Handle

5 4 3 2 1

PART II (Data Forms)

CONTENT:

Appropriate

Inappropriate

5 4 3 2 1

COVERAGE:

Comprehensive

Superficial

5 4 3 2 1

DIRECTIONS:

Easily Understood

Ambiguous or Hard
to Understand

A horizontal number line with tick marks at 1, 2, 3, 4, and 5. The number 4 is labeled with a star symbol (*).

ANSWERING
FORMAT:

Easy to Handle

Hard to Handle

5 4 3 2 1

INFORMATION
NEEDED FOR
RESPONDING:

Readily Available

Hard to Locate

5 4 3 2 1

COMMENTS:

THANK YOU 102

STATE FACILITATOR QUESTIONNAIRE

1. What do you see as the most appropriate description of your role as SF?

(Rank SEVEN (7) of the following from 1 to 7)

<u>Role Description</u>	<u>Mean Rank</u>
(A) Serving as a communications link between developers and LEAs	<u>2.16</u>
(B) Working closely with SEAs on diffusion	<u>6.29</u>
(C) Providing technical assistance to LEAs	<u>5.69</u>
(D) Informing LEAs about the Diffusion Network and SF functions	<u>4.04</u>
(E) Preparing descriptive catalogues of developer projects	<u>7.69</u>
(F) Matching LEAs with developer projects	<u>4.00</u>
(G) Helping LEAs to clarify needs and then responding to those needs	<u>5.73</u>
(H) Serving as a resource to other SFs and USOE	<u>7.76</u>
(I) Arranging the mechanics of trips, training, etc., (other than funds)	<u>6.88</u>
(J) Paying LEA expenses for trips, training, etc.	<u>6.98</u>
(K) Evaluating the impact of the Diffusion Network	<u>7.65</u>
(L) Orienting LEAs to view their involvement with the Network as a conscious "change" effort	<u>6.63</u>
(M) Helping LEAs to establish priorities	<u>6.88</u>
(N) Advocating the adoption of specific developer projects	<u>7.65</u>
(O) Improving the decision-making processes in LEAs	<u>7.29</u>
(P) Other (specify _____)	<u>7.61</u>

COMMENTS:

2. What do you see as the most important strategy you must carry out in order to effectively perform your role as an SF?

(Rank SEVEN (7) of the following from 1 to 7)

<u>SF Strategies</u>	<u>Mean Rank</u>
(A) Personally visiting developer sites	<u>6.80</u>
(B) Personally visiting LEA sites	<u>5.39</u>
(C) Sponsoring awareness presentations	<u>4.55</u>
(D) Actively seeking other funds for the purpose of serving a greater number of LEAs	<u>7.92</u>
(E) Making use of existing communication vehicles (e.g., BOCES, Regional Labs, SEAs, etc.)	<u>6.88</u>
(F) Obtaining referrals from SEAs	<u>7.78</u>
(G) Publicizing through news releases, or radio, or TV	<u>7.69</u>
(H) Personally getting trained by developer and then conducting training for LEAs (without developer present)	<u>7.18</u>
(I) Screening applications from LEAs for the purpose of deciding which LEAs to assist	<u>6.94</u>
(J) Helping LEAs to learn problem-solving techniques so as to better manage "change" in district	<u>6.96</u>
(K) Making resources (money) available to LEAs	<u>6.45</u>
(L) Requiring a formal written "letter of agreement" between LEA, SF and/or D/D	<u>7.31</u>
(M) Mailing awareness material about developers to LEAs	<u>5.65</u>
(N) Building a consortium of LEAs divided into common interest groups by developer projects	<u>6.98</u>
(O) Arranging LEA visits to developer sites	<u>6.16</u>
(P) Conducting informal needs assessments for LEAs	<u>6.86</u>
(Q) Other (specify _____)	<u>7.39</u>

COMMENTS:

3. What do you see as the most serious constraints of the Network from the standpoint of your involvement with D/Ds?

(Rank SEVEN (7) of the following from 1 to 7)

<u>Constraints (D/D)</u>	<u>Mean Rank</u>
(A) D/Ds promising more than they can deliver	<u>6.94</u>
(B) D/Ds not being ready on time	<u>4.73</u>
(C) D/Ds having unrealistic selection criteria	<u>6.45</u>
(D) SFs having no control over D/Ds	<u>7.06</u>
(E) D/Ds lacking flexibility in their expectations of SFs and LEAs	<u>5.31</u>
(F) D/Ds being unaware of consumer needs	<u>6.76</u>
(G) D/Ds being unaware of the dynamics of "change"	<u>7.00</u>
(H) D/Ds experiencing a high level of fatigue	<u>6.18</u>
(I) The Network lacking a standardized policy for D/Ds	<u>5.35</u>
(J) D/Ds being all booked up	<u>4.67</u>
(K) The content and processes of D/D projects being too complex	<u>6.86</u>
(L) D/Ds not fully explaining to LEAs early enough the time and effort required for adoption/adaption	<u>5.76</u>
(M) Other (specify _____)	<u>6.04</u>

COMMENTS:

4. What do you see as the most serious constraints of the Network from the standpoint of your involvement with LEAs?

(Rank SEVEN (7) of the following from 1 to 7)

<u>Constraints (LEA)</u>	<u>Mean Rank</u>
(A) LEAs failing to internalize the diffusion process	<u>6.39</u>
(B) LEAs responding in smaller numbers than anticipated	<u>7.20</u>
(C) LEAs being scared off by "red tape"	<u>6.59</u>
(D) LEAs being suspicious of "something for nothing"	<u>6.31</u>
(E) LEAs seeing a situation of "something for nothing" and taking undue advantage of it	<u>7.18</u>
(F) LEAs fearing national evaluation	<u>7.31</u>
(G) LEAs being short of funds	<u>4.33</u>
(H) LEAs having difficulty "shaking teachers loose"	<u>5.90</u>
(I) LEAs not realizing the great deal of work required prior to adoption	<u>6.00</u>
(J) The Network being out of "sync" with LEA budget cycle	<u>5.86</u>
(K) Other (specify _____)	<u>7.06</u>

COMMENTS:

5. What do you see as the most serious constraints of the Network from the standpoint of your involvement with USOE?

(Rank SEVEN (7) of the following from 1 to 7)

<u>Constraints (USOE)</u>	<u>Mean Rank</u>
(A) Lack of a written rationale regarding the SF role	<u>6.77</u>
(B) Lack of a systematic information flow	<u>5.10</u>
(C) Too many "red tape" requirements	<u>7.90</u>
(D) Lack of strong leadership	<u>7.31</u>
(E) Poor communications with USOE	<u>7.14</u>
(F) Too little contact and visits from USOE (feeling of isolation)	<u>7.90</u>
(G) Need for a good slide/tape presentation on the Diffusion Network (produced by USOE)	<u>6.76</u>
(H) Need to carry over money from this year just to maintain	<u>7.41</u>
(I) Need for a single catalogue published by USOE	<u>5.08</u>
(J) Lack of uniform requirements imposed by USOE	<u>6.88</u>
(K) Too little pressure from USOE on D/Ds to get information in to SFs	<u>6.08</u>
(L) Lack of information on consultants	<u>7.53</u>
(M) Need to expand the developer list	<u>5.89</u>
(N) USOE's dependence on only a few SFs and D/Ds for input and advice	<u>6.87</u>
(O) Other (specify _____)	<u>7.22</u>

COMMENTS:

6. Based upon your experience, what characteristics have you noticed about outstanding developers?

(Rank SEVEN (7) of the following from 1 to 7)

<u>Characteristics of Most Outstanding Developers</u>	<u>Mean Rank</u>
(A) They are good salesmen	<u>5.62</u>
(B) They believe in their programs	<u>5.34</u>
(C) Their programs are compatible with existing LEA values	<u>6.98</u>
(D) They are flexible (allow for modifications)	<u>5.66</u>
(E) They are personable	<u>7.04</u>
(F) Their programs are simple and easy to understand	<u>7.38</u>
(G) They are cooperative (easy to work with)	<u>5.78</u>
(H) They are geographically close to SF	<u>8.00</u>
(I) They promise what they know they can deliver and they deliver it	<u>7.58</u>
(J) Their programs lend themselves to "trial runs" on a limited basis (pilot studies)	<u>7.54</u>
(K) They are available (not booked up)	<u>8.00</u>
(L) Their program content meets current needs	<u>7.32</u>
(M) They are responsive and accommodating	<u>5.98</u>
(N) Their materials are of high quality	<u>6.88</u>
(O) They are willing to appear at workshops	<u>6.92</u>
(P) Their programs are capable of yielding results which are clearly observable	<u>7.06</u>
(Q) Other (specify _____)	<u>7.78</u>

COMMENTS:

7. Based upon your experience, what LEA characteristics do you feel are most often associated with active involvement of LEAs in the Network? (e.g., if most of the LEAs for whom you have performed services have large enrollments (or small enrollments), you would include choice (J) in your ranking from 1 to 7. But, if the LEAs for whom you have performed services vary greatly in size of enrollment, then size would not appear to be a characteristic associated with LEA involvement and choice (J) should be left blank.)

(Rank SEVEN (7) of the following from 1 to 7)

<u>Characteristics Most Associated With Active LEA Involvement</u>	<u>Mean Rank</u>
(A) Presence of a catalyst on staff	<u>4.68</u>
(B) Degree of experience with prior innovative efforts	<u>6.18</u>
(C) Degree of experience with federal grants	<u>7.18</u>
(D) Degree of prior association of key people with you or your staff	<u>6.10</u>
(E) Number of "risk-takers" on staff	<u>7.04</u>
(F) Level of administrative support for innovation	<u>4.38</u>
(G) Level of sophistication and expertise	<u>7.20</u>
(H) Geographic proximity to SF	<u>7.60</u>
(I) Geographic proximity to D/D	<u>7.96</u>
(J) Size (enrollment)	<u>7.72</u>
(K) Wealth (per pupil expenditure)	<u>7.80</u>
(L) Type (Urban, Suburban, Rural)	<u>7.82</u>
(M) Control (Public, Private, Parochial)	<u>7.92</u>
(N) Degree of favorable staff attitude toward "change"	<u>5.82</u>
(O) Degree of "openness" and flexibility of staff	<u>6.08</u>
(P) Other (specify _____)	<u>7.70</u>

COMMENTS:

8. Based upon your experience, what do you see as the most positive contributions made by USOE towards insuring the efficient and effective delivery of services within the Network?

(Rank SEVEN (7) of the following from 1 to 7)

<u>Positive Contributions (USOE)</u>	<u>Mean Rank</u>
(A) Imposing a limited amount of constraints	<u>3.84</u>
(B) Keeping "red tape" down to a minimum	<u>2.95</u>
(C) Supporting individual and local initiative	<u>5.40</u>
(D) Seeking and acting upon advice from all elements in the Network	<u>7.04</u>
(E) Serving as a valuable source of information	<u>7.28</u>
(F) Serving as a valuable source of technical assistance	<u>7.78</u>
(G) Providing a national forum for the discussion of educational change	<u>3.90</u>
(H) Serving as a catalyst in getting educators to move towards bridging the gap between theory and practice	<u>5.98</u>
(I) Being extremely flexible when dealing with elements in the Network	<u>4.68</u>
(J) Intervening with SEAs on behalf of SFs, D/Ds, and LEAs	<u>7.82</u>
(K) Attempting (internally) to insure the survival of the Network	<u>5.60</u>
(L) Serving as the fulcrum by which the entire Network maintains its balance	<u>6.70</u>
(M) Legitimizing the diffusion of educational innovation by placing its stamp of approval on efforts now being undertaken	<u>4.10</u>
(N) Other (specify _____)	<u>7.98</u>

COMMENTS:

9. What are the fairest criteria by which to judge your effectiveness?

Column I: Rank SEVEN (7) of the following from 1 to 7 which would be fair indications of your effectiveness as of March 31, 1975

Column II: Repeat same process, this time rank SEVEN (7) which would be fair indications of your effectiveness as of June 30, 1976

Criteria	Mean Ranks	
	Column I As of March 31, 1975	Column II As of June 30, 1976
(A) Degree to which needs and interests of LEAs have been matched with D/Ds	<u>6.31</u>	<u>5.86</u>
(B) Degree to which educational programs in LEAs have been affected	<u>7.08</u>	<u>6.35</u>
(C) Degree of change in student behavior (resulting from adoption/adaption)	<u>7.24</u>	<u>6.90</u>
(D) Degree to which decision-making process in LEAs has been modified	<u>7.80</u>	<u>7.76</u>
(E) Degree to which a mutually supportive relationship has been established with SEA	<u>7.22</u>	<u>7.49</u>
(F) Degree of credibility attained	<u>4.82</u>	<u>7.06</u>
(G) Number of adoptions or adaptations	<u>6.24</u>	<u>5.73</u>
(H) Degree to which adoptions are faithful replications	<u>7.59</u>	<u>7.31</u>
(I) Level of LEA awareness that projects are available which will fulfill their needs	<u>5.82</u>	<u>6.22</u>
(J) Level of LEA awareness that SF exists and his functions and services are known	<u>5.86</u>	<u>6.18</u>
(K) Number of awareness brochures mailed out	<u>7.08</u>	<u>7.82</u>
(L) Quality of information disseminated	<u>7.24</u>	<u>7.53</u>
(M) Number attending awareness presentations	<u>6.65</u>	<u>7.22</u>
(N) Number trained	<u>7.24</u>	<u>6.98</u>
(O) Number and types of follow-up information requested by LEAs	<u>7.06</u>	<u>7.33</u>
(P) Number of LEAs seeking adopter status	<u>6.63</u>	<u>6.63</u>
(Q) Amount of new funds obtained	<u>7.92</u>	<u>7.98</u>
(R) Number of LEAs committed to integrate adoption in the future	<u>7.29</u>	<u>7.25</u>
(S) Other (specify _____)	<u>7.88</u>	<u>7.69</u>

10. What are your present and future concerns regarding the Network?

(Rank SEVEN (7) of the following from 1 to 7)

<u>Concerns</u>	<u>Mean Rank</u>
(A) Which activities have been successful?	<u>5.53</u>
(B) Where have we "bombed out?"	<u>7.00</u>
(C) What are SFs doing with money (priorities) and what are they <u>allowed</u> to do?	<u>7.61</u>
(D) What is the role of the SEA in the future?	<u>7.02</u>
(E) How can improvement of education (without adoption) be evaluated?	<u>6.98</u>
(F) What are good procedures for arousing interest?	<u>7.00</u>
(G) What are good procedures for linking LEAs with D/Ds?	<u>6.39</u>
(H) How can we get reliable and structured information from D/Ds?	<u>6.55</u>
(I) Where will the Network be in two years?	<u>6.10</u>
(J) How can adoption be customized?	<u>7.22</u>
(K) What decisions did each SF make to become an SF?	<u>7.90</u>
(L) How do SFs plan to survive?	<u>7.08</u>
(M) How will SFs maintain a national perspective if they are part of an SEA?	<u>6.82</u>
(N) Under what circumstances would SFs consider spending more time sharing information?	<u>7.61</u>
(O) How will the SFs be evaluated?	<u>6.98</u>
(P) What actually constitutes an adoption?	<u>6.47</u>
(Q) Other (specify _____)	<u>7.57</u>

COMMENTS:

11. Given a situation in which a number of LEAs in your area have expressed considerable interest in a particular developer project, what would be your policy toward funding the following anticipated costs? Circle one number in each row which best represents your funding policy.

SF FUNDING POLICY						Mean Rating
	Fund Completely	Fund Partially	No Funding Except in Very Special Situations	No Funding at All	No Policy at Present	
(A) Transportation of trainees to D/D site	4	3	2	1	0	3.00
(B) Transportation of D/D trainers to LEA or SF site	4	3	2	1	0	3.44
(C) LEA visits to D/D for on-site demonstration	4	3	2	1	0	3.08
(D) SEA visits to D/D for on-site demonstration	4	3	2	1	0	2.63
(E) Substitute teachers while regular staff gets trained	4	3	2	1	0	2.33
(F) Training materials	4	3	2	1	0	3.10
(G) LEA training expenses in-state	4	3	2	1	0	2.97
(H) Instructional or program materials for small scale trial adoption	4	3	2	1	0	2.87
(I) Post-adoption activities, e.g., in-service courses, conferences, evaluation	4	3	2	1	0	3.17

COMMENTS:

12. How satisfied are you with the Network in general and the elements of the Network in particular? Please indicate your level of satisfaction by circling one number from 5 (Extremely Satisfied) to 1 (Extremely Dissatisfied) for each of the following:

Mean Rating	How satisfied are you with:	Level of Satisfaction				
		Extremely Satisfied		Extremely Dissatisfied		
4.06	(A) the Network in general	5	4	3	2	1
4.12	(B) your role as SF	5	4	3	2	1
3.78	(C) the performance of D/Ds	5	4	3	2	1
4.12	(D) the performance of LEAs	5	4	3	2	1
3.81	(E) the performance of the SEA	5	4	3	2	1
3.69	(F) the performance of USOE	5	4	3	2	1
4.03	(G) the performance of other SFs	5	4	3	2	1
4.06	(H) your performance	5	4	3	2	1

COMMENTS:

PART II

DATA FORMS

If you do not have the exact figures
to respond to the following questions,
please give the best estimate possible

1. How many LEAs and non-public schools are there in your state or region?

a. Number of LEAs 342.75

b. Number of non-public schools 152.64

DISSEMINATION - AWARENESS (To develop an awareness in local adopters of the availability of developer projects)

Awareness Mailings

2. How many LEAs and non-public schools have you contacted by formal mailing as of March 31, 1975? Count each LEA (or non-public school) only once, regardless of how many individuals in each were contacted. (e.g., you may include Superintendents, Principals, etc., in your Initial Awareness Mailings to each LEA and non-public school. Although eight or nine people may have been contacted in each, you should only count that LEA or non-public school once. We are interested in the number of LEAs and non-public schools contacted, not the number of people contacted.)

<u>Contacted by:</u>	<u>Number of:</u>	
	<u>LEAs</u>	<u>Non-Public Schools</u>
Initial Awareness Mailings	32.08	109.63
Secondary Awareness Mailings	160.35	56.83
All other subsequent mailings	165.13	53.35
<u>Total number of LEAs and non-public schools contacted by a formal mailing as of March 31, 1975. (These numbers cannot exceed the number of LEAs (Question #1a) and non-public schools (Question #1b) in your state or region.)</u>		
	346.04	111.29

3. How many LEAs and non-public schools have responded to your mailing efforts either by return card, letter, or telephone; face-to-face requests; etc., as of March 31, 1975? (Count each LEA and non-public school only once, regardless of how many people from each may have responded to a mailing.)

<u>Responded to:</u>	<u>Number of:</u>	
	<u>LEAs</u>	<u>Non-public Schools</u>
Initial Awareness Mailings	91.94	16.42
Secondary Awareness Mailings	45.04	7.02
All other subsequent mailings	27.35	4.15
<u>Total number of LEAs and non-public schools responding to mailing efforts as of March 31, 1975. (These numbers cannot exceed the number of LEAs (Question #1a) and non-public schools (Question #1b) in your state or region.)</u>		
	117.02	21.52

Other Awareness Activities

4. How often have you used the following types of awareness activities other than mailings as of March 31, 1975?

	Frequency	Approx. Total Attendance
- Sponsoring verbal and/or visual presentations to LEAs*by one or more developers	5	64
- Personally giving verbal and/or visual presentations to LEAs*of one or more projects (without developer present)	16	21
- Personally visiting LEA* sites	32	
# Personally meeting with Chief School Administrators or their designated representatives	21	
# Participating in Staff meetings	9	
# Helping LEAs*conduct Needs Assessments	8	
# Helping LEAs*set priorities (goals, etc.)	9	
- Meeting with groups of Chief School Administrators	10	12
- Sponsoring SF booths at Educational Fairs, conferences, etc.	2	
- Making formal presentations at professional conferences	4	
- Promoting the Network via mass media	5	
# Television	0.31	
# Radio	0.35	
# Newspapers	2	
# Newsletters (local, regional)	5	
# Journal articles	0.49	
- Other (specify _____)	7	

*Include non-public schools

Perceived Effectiveness and Cost of Awareness Activities

5. Considering all the previously mentioned activities designed to increase awareness among potential adopters in your area of responsibility (state or region), please list the THREE (3) which you feel were the most effective (in descending order), and the ONE (1) you feel the least effective.

Rank top THREE awareness activities on Effectiveness:

Most Effective (1) _____
Second-Most Effective (2) _____
Third-Most Effective (3) _____

Name the awareness activity you feel was the least effective:

Least Effective _____

6. Please rank the awareness activities once again, this time on the basis of cost: (They do not necessarily have to be the same three activities ranked in question #5 above.)

Most Expensive (1) _____
Second-Most Expensive (2) _____
Third-Most Expensive (3) _____

Name the awareness activity you feel was the least expensive:

Least Expensive _____

DEMONSTRATION - INTEREST (To strengthen initial interest through on-site visitation)

7. Please indicate the number of on-site visits you or your staff have made to developer projects as of March 31, 1975.

Number of SF on-site visits
to developer projects

5.61

8. Please indicate the number of on-site visits to developer projects you have facilitated* for LEAs and non-public schools as of March 31, 1975.

Number of LEA and non-
public school on-site
visits to developer
projects

LEAs

10.82

Non-public
Schools

1.21

9. How many D/Ds and DRPs** have you facilitated on-site visits for both LEAs and non-public schools as of March 31, 1975? Count each D/D and DRP only once, regardless of how many Demonstrations you may have facilitated for a particular developer project. (e.g., if you have facilitated four separate Demonstrations for Project LEM, you would count Project LEM only once.)

Number of D/Ds you have
facilitated on-site visits
for both LEAs and non-
public schools

4.60

Number of DRPs you have
facilitated on-site visits
for both LEAs and non-
public schools

1.11

* "Facilitated" can be interpreted as the performance of one of the many SF services, e.g., serving as a liaison between LEA and developer; making initial or follow-up contacts with LEA and developer; coordinating activities between LEA and developer; partial or complete funding of activities involving LEA and developer; etc.

** A DRP is a developer which has been declared an exemplary project by the Dissemination Review Panel but has not been funded.

TRAINING - ASSESSMENT (To prepare the potential adopter for a trial run or actual adoption)

10. Please indicate the number of LEAs and non-public schools for whom you have actually facilitated Training by a developer as of March 31, 1975, both in your state and at the developer's site.

	<u>LEAs</u>	<u>Non-public Schools</u>
<u>Number of LEAs and non-public schools for whom you have facilitated Training in your state</u>	11.31	1.92
<u>Number of LEAs and non-public schools for whom you have facilitated Training at the developer's site</u>	4.10	.61

11. Please indicate the number of teachers, pupil personnel staff, administrators, and others for whom you have actually facilitated Training as of March 31, 1975.

<u>Number of teachers for whom you have facilitated Training</u>	129.94
<u>Number of pupil personnel staff (guidance counselors, therapists, psychologists, social workers, nurses, etc.) for whom you have facilitated Training</u>	9.12
<u>Number of administrators (superintendents, principals, supervisors, department heads, etc.) for whom you have facilitated Training</u>	24.45
<u>Number of others (paraprofessionals, community representatives, SEA staff, etc.) for whom you have facilitated Training</u>	6.24

12. Please indicate the length (in days) of the longest, shortest, and the most typical Training sessions you have facilitated as of March 31, 1975.

Number of days of the longest
Training session

5.49

Number of days of the shortest
Training session

1.65

Number of days of the most
typical Training session

2.69

13. Please indicate the total number of Training sessions you have facilitated as of March 31, 1975.

Total number of Training
sessions facilitated

10.96

14. Please indicate the number of D/Ds and DRPs for whom you have facilitated both LEA and non-public school Training as of March 31, 1975. Count each D/D and DRP only once, regardless of how many Training sessions you may have facilitated for a particular developer project. (e.g., if you have facilitated four separate Training sessions for Project LEM, you would count Project LEM only once.)

Number of D/Ds for whom you
have facilitated both LEA
and non-public school
Training

4.02

Number of DRPs for whom you
have facilitated both LEA
and non-public school
Training

.73

- [illegible]

- 123

TRIAL (To assist local adopters in building a familiarity with the innovation and testing its operational qualities in their own districts with a trial run)

17. Please indicate the number of LEAs and non-public schools who started and/or completed the Trial phase of adoption as of March 31, 1975.

	<u>LEAs</u>	<u>Non-public Schools</u>
Number of LEAs and non-public schools who have <u>started</u> the Trial phase of adoption	7.47	3.22
Number of LEAs and non-public schools who have <u>completed</u> the Trial phase of adoption	.71	.53

18. In Column I please estimate the percentage of your budget (exclusive of staff time) spent on all activities (including travel, postage, etc.) related to the following as of March 31, 1975.

In Column II please estimate the percentage of staff time spent on all activities (including travel, etc.) related to the following as of March 31, 1975.

	<u>Column I</u>	<u>Column II</u>
<u>Activities</u>	<u>% of Budget</u>	<u>% of Staff Time</u>
Dissemination	34.30	49.47
Demonstration*	20.76	15.82
Training	20.31	19.29
Trial	4.93	5.11
Other (specify _____)		
Total	100%	100%

*Refers to SF or LEA on-site visit to Developer only.

THANK YOU FOR YOUR COOPERATION

Please return in enclosed
self-addressed envelope no
later than May 12, 1975

DEVELOPER/DEMONSTRATOR QUESTIONNAIRE

1. What do you see as the most appropriate description of your
role as D/D?

(Rank SEVEN (7) of the following from 1 to 7)

<u>Role Description</u>	<u>Mean Rank</u>
(A) Facilitating positive change in student behavior	<u>3.72</u>
(B) Working closely with SEAs on diffusion	<u>7.21</u>
(C) Providing technical assistance to LEAs	<u>4.48</u>
(D) Informing as many LEAs and SFs as possible about your project	<u>4.48</u>
(E) Training educational practitioners	<u>5.76</u>
(F) Participating in as many conferences as possible	<u>3.31</u>
(G) Translating ideas into terms general practitioners can understand	<u>7.79</u>
(H) Serving as a resource center	<u>5.72</u>
(I) Developing project materials and processes	<u>6.48</u>
(J) Responding to the needs of school superintendents	<u>5.04</u>
(K) Developing awareness materials (brochures, etc.)	<u>7.83</u>
(L) Orienting LEAs to view their involvement with the Network as a conscious "change" effort	<u>7.86</u>
(M) Serving as an SF in areas where there is either no SF or where the SF is not very active	<u>7.83</u>
(N) Providing a vehicle by which teacher competencies can be upgraded	<u>5.48</u>
(O) Other (specify) _____)	<u>7.52</u>

COMMENTS:

2. What do you see as the most important strategy or activity you must carry out in order to effectively perform your role as a D/D?

(Rank SEVEN (7) of the following from 1 to 7)

<u>D/D Strategies</u>		<u>Mean Rank</u>
(A)	Scheduling time periods on a regular basis devoted to training, awareness, and home-site demonstrations	<u>4.17</u>
(B)	Striving for a good geographical distribution among potential adopters	<u>7.03</u>
(C)	Limiting home-site visits (demonstrations) to specific days each month	<u>7.66</u>
(D)	Participating in a conference where you are one of several D/D's giving an awareness presentation	<u>5.66</u>
(E)	Participating in a conference where you are the only D/D giving an awareness presentation	<u>6.69</u>
(F)	Appearing at educational fairs	<u>7.76</u>
(G)	Obtaining referrals from SEAs	<u>7.38</u>
(H)	Requiring potential adopters to visit demonstration site prior to training	<u>5.66</u>
(I)	Training trainers	<u>5.00</u>
(J)	Encouraging SFs to visit demonstration site	<u>7.10</u>
(K)	Specifying the composition of LEA training teams	<u>6.59</u>
(L)	Adapting the project to the needs of the LEA	<u>4.07</u>
(M)	Requiring a formal written "letter of agreement" between LEA, D/D and/or SF	<u>6.07</u>
(N)	Mailing awareness materials directly to LEAs	<u>7.17</u>
(O)	Conducting follow-up sessions after initial training is completed	<u>5.52</u>
(P)	Other (specify _____)	<u>6.38</u>

COMMENTS:

3. What do you see as the most serious constraints of the Network from the standpoint of your involvement with SFs?

(Rank SEVEN (7) of the following from 1 to 7)

<u>Constraints (SF)</u>	<u>Mean Rank</u>
(A) SFs not providing the right kind of "showcase" for projects	<u>6.31</u>
(B) SFs failing to discriminate between those LEAs with a real interest and those with just a casual interest	<u>5.55</u>
(C) SFs having unrealistic selection criteria	<u>6.55</u>
(D) D/Ds having no control over SFs	<u>7.28</u>
(E) SFs "sitting" on their money	<u>7.52</u>
(F) SFs being unaware of consumer needs	<u>5.79</u>
(G) SFs being unaware of the dynamics of "change"	<u>6.72</u>
(H) SFs not acknowledging to D/Ds that information has been received	<u>7.14</u>
(I) The Network lacking a standardized policy for SFs	<u>6.00</u>
(J) SFs not informing D/Ds as to how they are using D/D information	<u>6.14</u>
(K) SFs not fully understanding their role	<u>5.97</u>
(L) SFs not fully explaining to LEAs early enough the time and effort required for adoption/adaption	<u>5.79</u>
(M) SFs only passing on requests for information and doing very little facilitating	<u>5.00</u>
(N) SFs in home state not actively supporting the project	<u>7.45</u>
(O) SFs in adjacent states not actively supporting the project	<u>7.14</u>
(P) Other (specify _____)	<u>5.59</u>
(Q) Other (specify _____)	_____

COMMENTS:

4. What do you see as the most serious constraints of the Network from the standpoint of your involvement with LEAs?

(Rank SEVEN (7) of the following from 1 to 7)

<u>Constraints (LEA)</u>	<u>Mean Rank</u>
(A) LEAs failing to internalize the diffusion process	<u>5.93</u>
(B) LEAs responding in smaller numbers than anticipated	<u>6.90</u>
(C) LEAs being scared off by "red tape"	<u>6.52</u>
(D) LEAs being suspicious of "something for nothing"	<u>7.62</u>
(E) LEAs seeing a situation of "something for nothing" and taking undue advantage of it	<u>6.97</u>
(F) LEAs fearing national evaluation	<u>7.52</u>
(G) LEAs being short of funds	<u>3.31</u>
(H) LEAs having difficulty freeing teachers for participation	<u>5.31</u>
(I) LEAs not realizing the great deal of work required of them prior to adoption	<u>5.21</u>
(J) The Network being out of "sync" with LEA budget cycle	<u>6.21</u>
(K) LEAs differing in their training and follow-up needs	<u>5.07</u>
(L) D/Ds having no control over the accuracy of information transmitted about their project <u>within</u> an LEA.	<u>5.48</u>
(M) Other (specify _____)	<u>6.45</u>
(N) Other (specify _____)	_____

COMMENTS:

5. What do you see as the most serious constraints of the Network from the standpoint of your involvement with USOE?

(Rank SEVEN (7) of the following from 1 to 7)

<u>Constraints (USOE)</u>	<u>Mean Rank</u>
(A) Lack of a written rationale regarding the SF role	<u>6.24</u>
(B) Lack of a systematic information flow	<u>3.38</u>
(C) Too many "red tape" requirements	<u>7.17</u>
(D) Unrealistic deadlines	<u>6.69</u>
(E) Poor communications with USOE	<u>5.69</u>
(F) Too many meetings not scheduled sufficiently far in advance	<u>7.14</u>
(G) Need for a good slide/tape presentation on the Diffusion Network (produced by USOE)	<u>6.76</u>
(H) Need to carry over money from this year just to maintain	<u>6.86</u>
(I) Need for a single catalogue published by USOE	<u>5.82</u>
(J) Lack of uniform requirements imposed by USOE	<u>6.24</u>
(K) Too little pressure from USOE on SFs to get information in to D/Ds	<u>7.17</u>
(L) Lack of information on consultants	<u>7.52</u>
(M) Their expectations don't conform to reality	<u>7.55</u>
(N) USOE's dependence on only a few SFs and D/Ds for input and advice	<u>5.24</u>
(O) Passivity of program officers because they are overworked	<u>7.72</u>
(P) Other (specify _____)	<u>6.28</u>
(Q) Other (specify _____)	_____

COMMENTS:

6. Based upon your experience, what characteristics have you noticed about outstanding SFs?

(Rank SEVEN (7) of the following from 1 to 7)

<u>Characteristics of Most Outstanding SFs</u>		Mean Rank
(A)	They have been effective communication links between D/Ds and LEAs	<u>2.45</u>
(B)	They have worked closely with SEAs on diffusion	<u>7.52</u>
(C)	They have provided technical assistance to LEAs	<u>6.31</u>
(D)	They have successfully informed LEAs about the Diffusion Network and SF functions	<u>4.28</u>
(E)	They have prepared descriptive catalogues of D/D projects	<u>6.97</u>
(F)	They have effectively matched LEAs with D/D projects	<u>4.90</u>
(G)	They have helped LEAs clarify needs and then have responded to those needs	<u>5.34</u>
(H)	They have served as a valuable resource to other SFs and USOE	<u>7.83</u>
(I)	They have effectively arranged the mechanics of trips, trainings, etc., (other than funds)	<u>4.24</u>
(J)	They have paid most of LEA expenses for trips, training, etc.	<u>7.31</u>
(K)	They have shown an interest in evaluating the impact of the Diffusion Network	<u>7.00</u>
(L)	They have successfully oriented LEAs to view their involvement with the Network as a conscious "change" effort	<u>6.93</u>
(M)	They have helped LEAs to establish priorities	<u>7.00</u>
(N)	They have advocated the adoption of specific D/D projects (including your own)	<u>6.76</u>
(O)	They have improved the decision-making processes in LEAs	<u>7.62</u>
(P)	Other (specify _____)	<u>6.90</u>

COMMENTS:

7. Based upon your experience, what LEA characteristics do you feel are most often associated with active involvement of LEAs in the Network? (e.g., if most of the active LEAs with whom you have been involved have large enrollments (or small enrollments), you would include choice (J) in your ranking from 1 to 7. But, if the active LEAs with whom you have been involved vary greatly in size of enrollment, then size would not appear to be a characteristic associated with LEA involvement, and choice (J) should be left blank.)

(Rank SEVEN (7) of the following from 1 to 7)

<u>Characteristics Most Associated With Active LEA Involvement</u>	<u>Mean Rank</u>
(A) Presence of a catalyst on staff	<u>3.69</u>
(B) Degree of experience with prior innovative efforts	<u>5.90</u>
(C) Degree of experience with federal grants	<u>7.34</u>
(D) Degree of prior association of key people with SF staff	<u>7.24</u>
(E) Number of "risk-takers" on staff	<u>5.83</u>
(F) Level of administrative support for innovation	<u>2.62</u>
(G) Level of sophistication and expertise	<u>5.79</u>
(H) Geographic proximity to SF	<u>7.76</u>
(I) Geographic proximity to D/D	<u>8.00</u>
(J) Size (enrollment)	<u>7.72</u>
(K) Wealth (per pupil expenditure)	<u>7.66</u>
(L) Type (Urban, Suburban, Rural)	<u>7.93</u>
(M) Control (Public, Private, Parochial)	<u>7.86</u>
(N) Degree of favorable staff attitude toward "change"	<u>3.31</u>
(O) Degree of "openness" and flexibility of staff	<u>3.93</u>
(P) Other (specify _____)	<u>7.31</u>

COMMENTS:

8. Based upon your experience, what do you see as the most positive contributions made by USOE towards insuring the efficient and effective delivery of services within the Network?

(Rank SEVEN (7) of the following from 1 to 7)

<u>Positive Contributions (USOE)</u>	<u>Mean Rank</u>
(A) Imposing a limited amount of constraints	<u>5.62</u>
(B) Keeping "red tape" down to a minimum	<u>6.00</u>
(C) Supporting individual and local initiative	<u>6.24</u>
(D) Seeking and acting upon advice from all elements in the Network	<u>7.03</u>
(E) Serving as a valuable source of information	<u>7.03</u>
(F) Serving as a valuable source of technical assistance	<u>7.17</u>
(G) Providing a national forum for the discussion of educational change	<u>4.62</u>
(H) Serving as a catalyst in getting educators to move towards bridging the gap between theory and practice	<u>5.21</u>
(I) Being extremely flexible when dealing with elements in the Network	<u>5.93</u>
(J) Intervening with SEAs on behalf of SFs, D/Ds, and LEAs	<u>7.79</u>
(K) Attempting (internally) to insure the survival of the Network	<u>5.48</u>
(L) Serving as the fulcrum by which the entire Network maintains its balance	<u>6.41</u>
(M) Legitimizing the diffusion of educational innovation by placing its stamp of approval on efforts now being undertaken	<u>2.76</u>
(N) Other (specify _____)	<u>7.76</u>

COMMENTS:

9. What are the fairest criteria by which to judge your effectiveness?

Column I: Rank SEVEN (7) of the following from 1 to 7 which would be fair indications of your effectiveness as of March 31, 1975

Column II: Repeat same process, this time rank SEVEN (7) which would be fair indications of your effectiveness as of June 30, 1976

<u>Criteria</u>	<u>Mean Ranks</u>	
	<u>Column I</u> As of <u>March 31, 1975</u>	<u>Column II</u> As of <u>June 30, 1976</u>
(A) Degree to which needs and interests of LEAs have been met	<u>4.83</u>	<u>4.90</u>
(B) Degree to which educational programs in LEAs have been affected	<u>6.66</u>	<u>5.21</u>
(C) Degree of change in student behavior (resulting from adoption/adaption)	<u>7.41</u>	<u>4.90</u>
(D) Degree to which decision-making process in LEAs has been modified	<u>7.21</u>	<u>7.14</u>
(E) Degree to which a mutually supportive relationship has been established with SEAs	<u>7.07</u>	<u>7.69</u>
(F) Degree of credibility attained	<u>4.45</u>	<u>6.38</u>
(G) Number of adoptions or adaptations	<u>6.21</u>	<u>5.17</u>
(H) Degree to which adoptions are faithful replications	<u>6.86</u>	<u>6.69</u>
(I) Level of LEA awareness that your project is available	<u>5.69</u>	<u>7.24</u>
(J) Number of awareness brochures mailed out	<u>7.41</u>	<u>7.90</u>
(K) Quality of information disseminated	<u>5.28</u>	<u>6.14</u>
(L) Number attending awareness presentations	<u>6.66</u>	<u>7.21</u>
(M) Number trained	<u>6.45</u>	<u>5.86</u>
(N) Number and types of follow-up information requested by LEAs	<u>6.55</u>	<u>7.38</u>
(O) Number of LEAs seeking adopter status	<u>5.55</u>	<u>6.21</u>
(P) Amount of new funds obtained	<u>7.93</u>	<u>7.69</u>
(Q) Number of LEAs committed to integrate adoption in the future	<u>6.62</u>	<u>6.72</u>
(R) Other (specify _____)	_____	<u>7.21</u>

COMMENTS:

10. What are your present and future concerns regarding the Network?

(Rank SEVEN (7) of the following from 1 to 7)

<u>Concerns</u>	<u>Mean Rank</u>
(A) Which activities have been successful?	<u>4.59</u>
(B) Which activities have been non-productive?	<u>5.59</u>
(C) What is the best way to screen potential adopters?	<u>5.97</u>
(D) What is the role of the SEA in the future?	<u>6.52</u>
(E) How can improvement of education (without adoption) be evaluated?	<u>6.66</u>
(F) What are good procedures for arousing interest?	<u>6.97</u>
(G) How do you manage a project by long-distance?	<u>6.17</u>
(H) How much can you modify the original grant without losing its essence?	<u>7.31</u>
(I) Where will the Network be in two years?	<u>5.45</u>
(J) How can adoption be customized?	<u>6.79</u>
(K) What is being done with regards to private schools?	<u>7.83</u>
(L) What is the best procedure for allocating travel budgets?	<u>7.83</u>
(M) How much time should be allowed for follow-ups?	<u>6.76</u>
(N) Under what circumstances would D/Ds consider spending more time sharing information?	<u>7.48</u>
(O) How will D/Ds be evaluated?	<u>6.86</u>
(P) What actually constitutes an adoption?	<u>6.52</u>
(Q) What is the best procedure for training trainers?	<u>5.52</u>
(R) Other (specify _____)	<u>6.48</u>

COMMENTS:

11. How satisfied are you with the Network in general and the elements of the Network in particular? Please indicate your level of satisfaction by circling one number from 5 (Extremely Satisfied) to 1 (Extremely Dissatisfied) for each of the following:

Mean Rating	How satisfied are you with:	Level of Satisfaction				
		Extremely Satisfied			Extremely Dissatisfied	
2.89	(A) the Network in general	5	4	3	2	1
4.07	(B) your role as D/D	5	4	3	2	1
2.96	(C) the performance of SFs	5	4	3	2	1
3.56	(D) the performance of LEAs	5	4	3	2	1
2.69	(E) the performance of SEAs	5	4	3	2	1
3.33	(F) the performance of USOE	5	4	3	2	1
3.52	(G) the performance of other D/Ds	5	4	3	2	1
4.04	(H) your performance	5	4	3	2	1

COMMENTS:

PART II

DATA FORMS

If you do not have the exact figures to respond to the following questions, please give the best estimate possible.

The data requested in the following section reflect activities and outcomes in the period from July 1, 1974 to March 31, 1975, the first three-quarters of the fiscal year. Data for the fourth quarter will be covered in future surveys.

Since D/Ds differ considerably, some of the data requested may not be applicable to your project. Please mark such questions N/A.

DISSEMINATION - AWARENESS (To develop an awareness in local adopters of the availability of your project)

Awareness Mailings

1. How many LEAs and non-public schools have you directly contacted by a formal mailing as of March 31, 1975? Do not count mailings sent to LEAs and non-public schools for you by SFs. Only include mailings you have directly sent to school districts. Count each LEA (or non-public school) only once for each mailing, regardless of how many individuals in each were contacted. (e.g., you may include Superintendents, Principals, Supervisors, etc., in your Initial Awareness Mailing to each LEA and non-public school. Although eight or nine people may have been contacted in each, you should only count that LEA or non-public school once for the Initial Awareness Mailing. If the same LEA was contacted again during a Secondary Awareness Mailing, then you would count that LEA once again for that particular mailing. We are interested in the number of LEAs and non-public schools contacted directly by you for each of your formal mailings, not the number of people contacted.)

<u>Contacted by:</u>	<u>Number of:</u>	
	<u>LEAs</u>	<u>Non-Public Schools</u>
Initial Awareness Mailings	832.92	93.54
Secondary Awareness Mailings	320.81	393.44
All other subsequent Mailings	174.88	25.59
<u>Total number of LEAs and non-public schools contacted directly by you through a formal mailing as of March 31, 1975. (Do not duplicate count in total, e.g., if the same LEA or non-public school was contacted by both the Initial and Secondary Awareness mailings, only count that LEA (or non-public school) once in the total. Thus, the total does not have to equal the sum of the three mailing categories above.)</u>		
	1171.73	128.74

2. How many LEAs and non-public schools have responded to all mailing efforts in your behalf (by you directly or by SF) either by return card, letter, or telephone; face-to-face requests; etc., as of March 31, 1975? Count each LEA (or non-public school) only once for each mailing, regardless of how many individuals from each may have responded to a particular mailing. (If the same LEA responded to both the Initial Awareness Mailing and the Secondary Awareness Mailing, you would count that LEA twice, once for each mailing.)

<u>Responded to:</u>	<u>Number of:</u>	
	<u>LEAS</u>	<u>Non-Public Schools</u>
Initial Awareness Mailings	<u>261.15</u>	<u>23.65</u>
Secondary Awareness Mailings	<u>274.46</u>	<u>9.46</u>
All other subsequent mailings	<u>58.08</u>	<u>10.12</u>
<u>Total number of LEAs and non-public schools responding to mailing efforts as of March 31, 1975. (Do not duplicate count in total, e.g., if the same LEA or non-public school responded to both the Initial and Secondary Awareness mailings, only count that LEA (or non-public school) once in the total. Thus, the total does not have to equal the sum of the three mailing categories above.)</u>		
	386.85	35.44

Other Awareness Activities

3. How often have you or your staff used the following types of awareness activities other than mailings as of March 31, 1975?

	<u>Frequency</u>	<u>Approx. Total Attendance</u>
-Personally giving verbal and/or visual presentations to LEAs and/or non-public schools at conferences arranged by SFs (or SEAs)	14.71	719
-Personally giving verbal and/or visual presentations to SEA representatives	5.89	
-Personally visiting LEA or non-public school sites	12.25	
# Personally meeting with Chief School Administrators or their designated representatives	6.89	
# Participating in Staff meetings	6.64	
-Meeting with groups of Chief School Administrators	2.5	62.44
-Sponsoring D/D booths at Educational Fairs, conferences, etc.	4.21	
-Making formal presentations at professional conferences	4.21	
-Promoting your project via mass media	17.79	
# Television	7.21	
# Radio	.89	
# Newspapers	14.79	
# Newsletters (local, regional, etc.)	176.59	
# Journal articles	2.39	
-Other (specify _____)	96.07	

Perceived Effectiveness and Cost of Awareness Activities

4. Considering all the previously mentioned activities (including direct mailings by you) designed to increase awareness among potential adopters, please list the THREE (3) which you feel were the most effective (in descending order), and the ONE (1) you feel the least effective.

Rank top THREE awareness activities on Effectiveness:

Most Effective (1) _____
Second-Most Effective (2) _____
Third-Most Effective (3) _____

Name the awareness activity you feel was the least effective:

Least Effective _____

5. Please rank the awareness activities once again, this time on the basis of cost: (They do not necessarily have to be the same three activities ranked in question #4 above.)

Most Expensive (1) _____
Second-Most Expensive (2) _____
Third-Most Expensive (3) _____

Name the awareness activity you feel was the least expensive:

Least Expensive _____

DEMONSTRATION - INTEREST (To strengthen initial interest through on-site visitation to D/D projects)

6. Please indicate the number of SFs or their staff making on-site visits to your project (for demonstration purposes only) as of March 31, 1975. (Count SFs only once, regardless of how many other visits to your site they may have made.)

Number of SFs or their staff making on-site visits to your project (for demonstrations)

9.78

7. Please indicate the number of SEAs making on-site visits to your project (for demonstration purpose only) as of March 31, 1975. (Count SEAs only once, regardless of how many other visits to your site they may have made.)

Number of SEAs making on-site visits to your project (for demonstrations)

4.11

8. Please indicate the number of LEAs and non-public schools making on-site visits to your project (for demonstration purposes only) as of March 31, 1975. (Count each LEA and non-public school only once, regardless of how many visits to your site they may have made.)

LEAs

Non-public Schools

Number of LEAs and non-public schools making on-site visits to your project (for demonstrations)

92.70

10.30

TRAINING - ASSESSMENT (To prepare the potential adopter for a trial run or actual adoption)

9. Please indicate the number of LEAs and non-public schools whom you have actually trained as of March 31, 1975, both at your home-site and away from your home-site.

	<u>LEAs</u>	<u>Non-public Schools</u>
<u>Number of LEAs and non-public schools</u> whom you have trained at your <u>home-site</u>	51.20	5.20
<u>Number of LEAs and non-public schools</u> whom you have trained <u>away from</u> your home-site	25.84	2.12

10. Please indicate the number of teachers, pupil personnel staff, administrators, and others whom you have actually trained as of March 31, 1975.

<u>Number of teachers</u> whom you have trained	150.76
<u>Number of pupil personnel staff</u> (guidance counselors, therapists, psychologists, social workers, nurses, etc.) whom you have trained	19.96
<u>Number of administrators</u> (superintendents, principals, supervisors, department heads, etc.) whom you have trained	28.24
<u>Number of others</u> (paraprofessionals, community representatives, SEA staff, SF staff, etc.) whom you have trained	28.16

11. How many SFs and SEAs have you trained (as trainers) as of March 31, 1975? Count each SF and SEA only once, regardless of how many times they have received training or how many people from their respective offices have been trained.

Number of SFs you have
trained (as trainers)

1.12

Number of SEAs you have
trained (as trainers)

0.69

12. Please indicate the length (in days) of the longest, shortest, and the most typical Training sessions you have conducted as of March 31, 1975.

Number of days of the longest
Training session

5.15

Number of days of the shortest
Training session

1.94

Number of days of the most
typical Training session

3.08

13. Please indicate the total number of Training sessions you have conducted as of March 31, 1975.

Total number of Training
sessions conducted

13.67

14. Please indicate the number of SFs and SEAs (in states without SF) who have facilitated* the training of both LEA and non-public schools for your project as of March 31, 1975. Count each SF and SEA (in states without SF) only once, regardless of how many Training sessions (or number of LEAs trained) each may have facilitated for your project; e.g., if the SF in South Carolina facilitated two separate sessions for your project in which a total of 8 LEAs were trained, you would still only count him once.)

Number of SFs who have facilitated both LEA and non-public school Training for your project

5.12

Number of SEAs (in states without SF) who have facilitated both LEA and non-public school Training for your project

.35

* "Facilitated" can be interpreted as the performance of one of the many SF services, e.g., serving as a liaison between LEA and D/D; making initial or follow-up contacts with LEA and D/D; coordinating activities between LEA and D/D; partial or complete funding of activities involving LEA and D/D; etc.

15. Please give the location (state) of each SF and SEA (in states without SFs) who have facilitated both LEA and non-public school training for your project and estimate the distance (in miles) each is from your office.

[illegible]

16. Please indicate the number of LEAs and non-public schools which are committed to be trained no later than June 30, 1975 but which have not yet been trained. (This covers the period from April 1 to June 30, 1975.)

	<u>LEAs</u>	<u>Non-public Schools</u>
<u>Number of LEAS and non-public schools committed to be trained no later than June 30, 1975.</u>	13.42	1.81

TRIAL (To assist local adopters in building a familiarity with the innovation and testing its operational qualities in their own districts with a trial run)

17. Please indicate the number of LEAs and non-public schools who started and/or completed the Trial phase of adoption (formal pilot test) for your project as of March 31, 1975.

	<u>LEAs</u>	<u>Non-Public Schools</u>
Number of LEAs and non-public schools who have <u>started</u> the Trial phase of adoption	27.17	1.50
Number of LEAs and non-public schools who have <u>completed</u> the Trial phase of adoption	7.96	.96

18. In Column I please estimate the percentage of your budget (exclusive of staff time) spent on all activities (including travel, postage, etc.) related to the following as of March 31, 1975.

In Column II please estimate the percentage of staff time spent on all activities (including travel, etc.) related to the following as of March 31, 1975.

	<u>Column I</u>	<u>Column II</u>
<u>Activities</u>	<u>% of Budget</u>	<u>% of Staff Time</u>
Dissemination	39.04	37.26
Demonstration*	19.92	26.54
Training	22.46	22.04
Trial	5.58	7.12
Other (specify _____)	8.42	8.30
TOTAL	100%	100%

*Refers to SF, LEA, or SEA on-site visit to Developer only.

ADDITIONAL COMMENTS

1. What have been your most important discoveries in your role as a Developer/Demonstrator during the first nine months of this project?
2. Has your project changed in any way since you have become a Developer/Demonstrator? If yes, please describe briefly.

ADDITIONAL COMMENTS

(Continued)

3. Do the Data Forms (Part II of this questionnaire) suggest to you a meaningful way of recording project data in the future? Please explain.

4. Other comments:

APPENDIX A

INTERVIEW SCHEDULE

Name _____

Role: State Facilitator _____
Developer/Demonstrator _____

Amt. Funded: \$ _____

Staff size: _____

Geog. Location: _____

NE _____
SE _____
NW _____

SW _____
MT _____
FW _____

① What do you feel is your specific role in the Diffusion Network?

How satisfied are you with that role at the present time?

2. What criteria would you use to judge the effectiveness of your work?

What criteria to judge you NOW?

What criteria to judge you at the END OF 2 YEARS?

3. What is the basic strategy you use to accomplish your objectives?

Is there an OPERATIONAL PLAN? If yes, please describe.

4. What are the chief constraints impinging on the performance of your role?

Related to SF-D/D relationships

Related to SF-LEA relationships

Related to D/D-LEA relationships

Related to SEA relationships

Related to USOE relationships

5. What additional resources would be most helpful in overcoming those constraints mentioned above?

6. Recognizing that only a limited number of LEAs are involved in the adoption process, what features or characteristics have you noticed about those LEAs which have been most actively involved?

7. Which have been the THREE (3) most outstanding D/Ds(or SFs) with whom you have been involved? (Based on content, target group, cooperation, accessibility, availability, etc.)

Why did you choose those three? (What features or characteristics have you noticed about them?)

8. What questions would you like answered about the roles, activities, and outcomes of other SFs (or D/Ds)?

[D/Ds ONLY]

9. Since becoming part of the national effort, have there been any changes in your project due to the interaction with the network elements (SFs, SEAs, LEAs)? If yes, please describe:

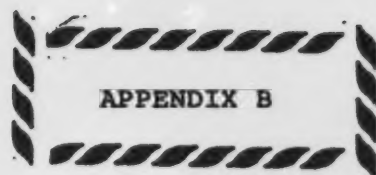
. Changes in: Content

Process

Concept

Target Group

Other



INTERVIEW PARTICIPANTS

State Facilitators (14)

Massachusetts
Michigan
Minnesota
New Jersey
North Dakota
Ohio
North Carolina

Texas (2)
New Hampshire
Utah
Florida
Colorado
Oklahoma

Developer/Demonstrator Programs (12)

Infant Deafness Educational Assistance, California
Focus - An Alternate High School, Minnesota
Curriculum for Meeting Modern Problems, Ohio
Early Childhood Preventive Curriculum, Florida
Project Hope, Georgia
Project Adventure, Massachusetts
Pegasus - Pace, Alabama
New Adventure in Learning, Florida
Open School, Minnesota
ECOS, New York
SIMU-School, Texas
Institute for Political and Legal Education, New Jersey